



# Active Choices Programme Final Report - October 2013

Research Team  
Research Director: Professor Tim Crabbe  
Researchers: Fiona McGee and Sarah Crosby

**substance.**



# FOREWORD

---



Since 2007 Active Communities Network has established itself and has a proven track record in delivering grassroots programmes using sport, physical activity, arts and cultural activity to promote personal, social and community development across the UK and internationally.

Active Choices applied a tested methodology, welcoming Home Office funding to replicate delivery to young people in 31 areas across England.

A collaborative approach was essential and through our partnership with the Metropolitan Police we were able to determine priority areas of need across England in relation to youth substance misuse and related offending.

With our strategic and delivery partnerships in place we were able to provide a joined up approach offering an engagement and education programme and developing our delivery at a local level engaging young people most at risk working with partner agencies including the Police, Youth Services, Youth Offending Services, Housing Associations and Young People's Substance Misuse Services.

These delivery partners were skilled in engaging young people by providing attractive activities but more importantly were experts in providing opportunities

beyond the initial engagement through mentoring, volunteering opportunities, creating forums for informal and formal learning leading to pathways into education, employment and training.

A skilled workforce is a key to success and we invested in specialist training for frontline workers through train-the-trainer courses in the substance misuse field igniting a 'ripple-effect' which has seen the delivery of Active Choices become ingrained in other programmes delivered in the target areas.

We have a commitment to research and evaluation and with this in mind we commissioned Substance to produce this independent report of our approach and delivery of Active Choices with the findings captured within.

Our thanks must be extended to the Home Office for their support and to all the delivery organisations – the football clubs, the Rio Ferdinand Foundation, Fight for Change and the 2nd Chance Project – along with all the local partner agencies who have successfully delivered this programme and we hope there are areas of practice your organisation can learn from.

I am always happy to hear and learn from others involved in the sport for development sector, please contact me to discuss how we can share our best practice and move ideas forward.

**Gary Stannett MBE**  
**Chief Executive Officer,**  
**Active Communities Network**  
**[gary@activecommunities.org.uk](mailto:gary@activecommunities.org.uk)**

---

# POLICY CONTEXT

---

Early intervention with vulnerable children and young people can significantly improve their life chances. The Government recognises the role early intervention can play in preventing the onset of anti-social behaviour, substance misuse and offending.

The Choices programme was a £4 million programme funded in 2011/12 targeted at the voluntary, community and social enterprise (VCSE) sector. It was designed to prevent and reduce substance misuse and related offending by vulnerable young people aged 10 to 19. The programme aimed to build on proven approaches but emphasised the development of more innovative ways of working, delivering more effective local solutions and adding value to existing local services.

The Home Office funded 11 national voluntary and community organisations to deliver Choices in partnership with around 195 local voluntary and community organisations and engaged over 10,000 young people. Active Communities Network was one of the 11 national VCSE organisations funded. Their consortium approach enabled delivery in a variety of locations across England.

Since Choices there have been a number of important policy developments across Government on early intervention focused on improving the outcomes for young people and families. The Troubled Families programme, set up by the Department for Communities and Local Government, involves the Government working alongside local authorities to turn around the lives of 120,000 troubled families in England. The programme aims to help families get to grips with their problems by taking a whole family approach and using key workers to provide intensive support to address their needs. The programme has also been expanded to provide intensive support and help to 400,000 high risk families.

The Early Intervention Foundation<sup>1</sup> has been established, operating independently of central Government, to champion and support greater use of early interventions for children and young people aged 0–18 years. The Foundation's work includes assessing which programmes work and providing advice to local commissioners, service providers and potential investors implementing early intervention programmes and practices in their local areas. In addition, the College of Policing will identify evidence of what works in policing, share best practice and forge strong links with the Early Intervention Foundation to foster sharing of knowledge and information on effective practice.

Police and Crime Commissioners (PCCs) are now responsible for setting local priorities around policing and crime and commissioning local crime prevention, drugs and community safety activities. PCCs galvanise local partners, including the police and community safety partnerships, to ensure a clear focus on local needs and priorities on cutting crime. The Home Office is working with PCCs and local partners on early intervention and prevention. It is important that they have the right tools and systems available and evidence and advice on what works.

Going forward, and building on the legacy of Choices, VCSE partners will need to engage with local commissioners and with the Early Intervention Foundation to promote evidence of their impact and set out the investment case for continued funding in early intervention activities.

---

<sup>1</sup>The Early Intervention Foundation's initial focus will be on programmes in England but they will engage UK and international partners who are also focused on early intervention.

# CONTENTS

---

## 05 EXECUTIVE SUMMARY

## 08 1.0 INTRODUCTION

08	1.1	The Programme
09	1.2	The Research
10	1.3	The Report

## 11 2.0 LOCATING THE WORK

11	2.1	The National Context
14	2.2	The Local Context

## 20 3.0 SKILLING THE WORKFORCE

20	3.1	Life Skills
27	3.2	Learned Skills

## 33 4.0 DELIVERING THE WORK

33	4.1	Delivery Models
37	4.2	Delivery Styles
41	4.3	Examples of Practice
55	4.4	Onward Development and Replicability

## 61 5.0 CONCLUSIONS AND RECOMMENDATIONS

63	5.1	Principles of Effective Practice
70	5.2	Key Statistics

### RESEARCH TEAM

Research Director: Professor Tim Crabbe

Researchers: Fiona McGee and Sarah Crosby

### ACKNOWLEDGEMENTS

We would like to thank the Active Choices team at Active Communities Network including Shinead Philpott and Daniel Rose as well as the case study project leads John Keyes, Paul West and Jen Mildenhall, the project teams, delivery partners and participants for all their support and tolerance.

## THE PROGRAMME

Choices was a £4 million programme funded by the Home Office in 2011. The programme was aimed at helping the voluntary and community sector prevent and reduce substance misuse and related offending by vulnerable groups of young people aged 10–19 years.

Through an extension of approaches pioneered through Active Communities Network's Breaking Barriers programme the aim of Active Choices was to engage around 5,000 young people through arts, media, youth work and sports based activities to reduce the risk of their involvement in substance misuse and acquisitive crime.

## THE RESEARCH

The research involved a multi-method approach to deliver a narrative evaluation in order to capture programme wide outputs and learning as well as detailed examples of best practice in a sample of locations.

## LOCATING THE WORK

Active Communities Network's contribution to the Choices programme, Active Choices, was delivered by 24 professional football clubs involved in delivery of the national Kickz programme, whose management team is hosted by Active Communities Network, and three Sport for Development projects operating under the Active Communities Network umbrella. These clubs and agencies, some of whom delivered in partnership with one another, delivered across 31 sites throughout England.

In headline terms it is clear Active Communities Network's contribution to the Choices programme has been successful in engaging appropriate numbers of young people at risk, or engaged with, substance misuse.

Over the period up to 30th June 2012 all activity operating under the Choices banner had engaged a total of 9,209 participants. Almost all of these participants were under the age of 25 with the overwhelming majority in their teenage years.

We have presented detailed accounts of the work delivered through a focus on three case study clubs, including Arsenal, Everton and Wolverhampton Wanderers.

## SKILLING THE WORKFORCE

Whilst the programme is made up of a series of locally distinct projects, it is the frontline staff, with their personal qualities, experience, drive and commitment, which are critical to the building of relationships with participants. By definition, the ability of those working on Choices to engage with young people, who have proven inaccessible to other interventions and public sector personnel, reveals the possession of very particular qualities that are not easily learned from a training manual. As such we found that the effectiveness of staff was related to both their personal biography and their willingness to engage in and utilise the programmes' extensive professional development activity.

## DELIVERY MODELS

Each of the case study clubs adopted a workshop style model for the delivery of their core Choices activity, although a range of different approaches and materials were used to support the sessions. These included:

- Personal Narrative Approaches
- Thematic Approaches
- Content Led Approaches

## DELIVERY STYLES

One of the most consistent and critical themes to have emerged from the evaluation relates to the need for delivery agencies and staff to have credibility in the eyes of the participants. Clearly, part of this is wrapped up with the programme design in terms of the involvement of professional football clubs. However, it is critical to recognise that the football club brand is not sufficient on its own. The personal qualities and approach of the delivery staff is also critical in terms of building rapport, trust and relationships.

## ONWARD DEVELOPMENT AND REPLICABILITY

The Choices programme offered relatively short term funding to help develop a series of approaches for working with young people involved in or at risk of involvement in alcohol and substance misuse and associated acquisitive and violent crime. As there are clearly no 'quick fixes' in relation to such intractable problems, a key element for delivery agents was how they might ensure a legacy for their work.

In some cases this meant extending the reach or content of existing work streams that were likely to be on-going in any case, whilst in others it involved the development of new resources with the potential for wider usage both locally and nationally. Just as important though was recognition that those young people who were engaged by the Choices programme should not just have a fleeting connection with it and that ideally their involvement should be part of an on-going process of engagement and personal learning and development.

## CONCLUSIONS

The Active Choices programme met its objectives as demonstrated by the fact that:

- Over 9,000 young people were engaged in a range of arts, media, youth work and sports based activities
- A range of resources were deployed to protect young people and enhance their resilience to resist substance misuse in over 6,300 interactive sessions
- The use of a range of activities proved an effective way to engage vulnerable young people
- Multi-agency delivery partnerships were created in 31 locations to provide specialist and universal services focused on substance misuse and violent crime
- The partnerships delivered local responses to local needs and upskilled and capacity built local agencies for this prevention delivery
- Services have been mainstreamed within partner/delivery agencies
- Agencies have applied methodology and learning from Active Choices to benefit core services that they provide to vulnerable young people
- Training was provided to delivery agency staff and community groups around substance misuse through three City and Guilds Level 2 courses
- The cascading of this information to young people was facilitated through the delivery of six Train the Trainer alcohol and drugs workshops
- Train the Trainer has ensured a skills base legacy within each Active Choices project ensuring onward substance misuse-themed workshops and accreditations will be delivered
- Volunteers, peer role models and ambassadors were involved in delivery of activities and educational messaging across the programme, strengthening delivery
- Increased awareness and ownership of the issue of substance misuse was achieved through young people's participation in over 350,000 hours of session activity

The learning from the Active Choices Programme also sets out some principles of effective practice, including:

- The importance of having a skilled and credible workforce – personal qualities, experience and commitment of project staff was critical in building relationships and trust with participants;
- Providing a flexible response to ensure that local issues around substance misuse and related offending are addressed;
- How peer led work to helped to positively influence young people’s behaviour and decision making;
- The use of a multi-agency approach to be able to engage young people most at risk through referrals from key local agencies;
- Use of collaborative links and partnerships working to provide effective programme delivery and reach across community groups, criminal justice, statutory and voluntary agencies;
- Providing a range of different approaches and materials to engage vulnerable young people and to encourage interaction and discussion; and
- The role of local peer mentors and volunteers in supporting participants.

### 1.1 The Programme

### 1.2 The Research

### 1.3 The Report

---

#### 1.1 THE PROGRAMME

Choices was a £4 million programme funded by the Home Office in 2011 and aimed at helping the voluntary and community sector prevent and reduce substance misuse and related offending by vulnerable groups of young people aged 10–19 years.

The programme was targeted at vulnerable groups of young people who are most likely to be at risk of, or already starting to become involved in, substance misuse or related offending.

The funding was made available to national voluntary and community organisations to support local organisations to deliver targeted prevention and early intervention programmes as well as transferring skills, expertise and knowledge.

The programme was designed in partnership with, and attracted interest from, a wide variety of voluntary and community organisations. The delivery partners cover a wide geographical area and aimed to work with around 195 local voluntary and community organisations and to engage with over 10,000 young people.

Active Communities Network was one of 11 national voluntary organisations invited to deliver the programme. They presented a consortia approach including the Metropolitan Police and the FA Premier League via the national Kickz programme to enable delivery in a variety of locations across England including London, Manchester, Liverpool, Bristol, Sheffield, Nottingham, Brighton, Southend, Birmingham, Hull, Portsmouth, Southampton, Coventry, Sunderland and Newcastle.

Through an extension of approaches pioneered through Active Communities Network's Breaking Barriers programme the aim was to engage around 5,000 young people through arts, media, youth work and sports based activities to reduce the risk of their involvement in substance misuse and acquisitive crime by:

- Utilising protective factors to prevent substance misuse
- Working in a multi-agency setting to provide specialist and universal services for young people engaged in substance misuse
- Embed a training and education package for young people focusing on substance misuse and community related issues
- Develop a bank of local volunteers, peer role models and young ambassadors in the selected communities
- Deliver training for community groups, leaders and volunteers
- Increase awareness and ownership of the issue of substance misuse by young people
- Deliver recommendations to the sector through independent evaluation.

Given the short time frame of delivery over a six month period, a critical element of the project was the capacity building work designed to ensure a legacy. In the main this focused on workforce development activity and the delivery of a series of regional training events designed both to provide community sports workers with the skills and knowledge to deliver substance misuse training to young people and also to cascade those skills to other staff, volunteers and peer mentors.



This report represents the final element of the Active Communities Network work plan in terms of an independent evaluation.

The intention, from the evaluations and learning generated, is to add to the evidence available to local commissioners (including Police and Crime Commissioners) about the benefits of prevention approaches.

With the support of the Home Office Active Communities Network has also organised a number of learning events providing delivery partners with the opportunity to showcase their work to local commissioners and to demonstrate the value of local prevention services.

## **1.2 THE RESEARCH**

The research involved a multi-method approach to deliver a narrative evaluation in order to capture programme wide outputs and learning as well as detailed examples of best practice in a sample of locations.

### **1.2.1 PROGRAMME-WIDE EVALUATION**

The programme-wide evaluation was relatively light touch and made use of the existing monitoring tools used by the delivery partners including Views and its predecessor the Substance Project Reporting System.

Delivery partners were supported to create designated 'Agency Projects' or 'folders' of work relating to their Choices delivery. The tools were used to capture a range of participant, delivery, attendance and outcome data to help profile the programme participants and the impact of the work at the national level.

In addition to this quantitative assessment we also observed the programme's national networking, celebration and practice sharing events and conducted a selection of interviews with participants and staff to establish a sense of the forms of practice being communicated to delivery partners. This provided a platform for understanding the extent to which the core programme approaches and messages were embedded in the frontline delivery through our more substantive case study work with three of these delivery partners.

### **1.2.2 CASE STUDY RESEARCH**

This programme level statistical monitoring was then supplemented by more detailed process evaluations centred on three delivery sites including:

- Hackney
- North Liverpool
- Wolverhampton

These sites were selected due to their diverse demographic make-up and patterns of problem behaviour as well as the distinct approaches towards delivery.

Hackney was identified as a multi-ethnic inner city area of London with very high levels of violence, drug use and acquisitive crime. In this location, where the delivery partner was Arsenal Football Club, the delivery focus was on peer mentoring in school and youth work settings.

- 1.1 The Programme
  - 1.2 The Research
  - 1.3 The Report
- 

North Liverpool was identified as a predominantly white inner city area with very high levels of gang related violence and drug related and acquisitive crime. In this location, where the delivery partner was Everton Football Club, the delivery focus was on issue-based workshops in a Youth Offending Institute and other youth settings.

Wolverhampton was identified as a multi-ethnic, provincial area with average levels of violence, drug related and acquisitive crime for a location of its type. In this location, where the delivery partner was Wolverhampton Wanderers Football Club, the delivery focus was on the preparation and interactive dissemination of a DVD targeted at substance misuse prevention.

In order to capture the work delivered in these locations we conducted a range of activities including:

- Observational visits to evaluate outreach work, youth led projects, issue based workshops, youth focused training and mentoring in each location
- Gathering of young people's experiences through observations and interactive monitoring exercises in each location
- Observation of workforce development and local best practice sharing sessions
- In-depth interviews with key staff, mentors and partners in each location.

This approach allowed us to evaluate the overall effectiveness of the different models of support in providing protection against involvement in alcohol/substance misuse and associated acquisitive crime and to evaluate the critical success factors associated with effective delivery.

In the report we have also sought to bring these processes alive by presenting rich case histories of both participants' changing life choices, engagement in activities and personal development as well as the stories of those delivering and supporting the work.

### **1.3 THE REPORT**

This report is the Final Report on the Active Choices research project. Following this introduction it is structured as follows:

- Section Two provides an overview of the Choices programme at the national level. It also provides an introduction to the three projects where our more detailed case study work was conducted.
- Section Three focuses on workforce development both in terms of the training and development provided to staff delivering the programme nationally and in terms of the skills set built up by project workers in the local contexts through their own professional and life experiences.
- Section Four provides the core account of the process elements of the programme in terms of the profile of delivery at our three case study projects.
- Section Five provides conclusions and recommendations.

## 2.1 THE NATIONAL CONTEXT

Active Communities Network's contribution to the Choices programme, entitled 'Active Choices', was delivered by 24 professional football clubs involved in delivery of the national Kickz programme and three sport for development projects operating under the Active Communities Network umbrella. These clubs and agencies, some of whom delivered in partnership with one another, delivered across 31 sites throughout England.

TABLE 1: DELIVERY AGENTS

DELIVERY AGENT	DELIVERY SITE
2nd Chance Project	South Bristol
Arsenal in the Community	Camden, Islington, Hackney
Brentford FC Community Sports Trust	Ealing
Albion in the Community	Brighton
Sky Blues in the Community	Coventry
Chelsea FC Foundation	Hammersmith & Fulham, Westminster
Crystal Palace FC Foundation	Croydon, Sutton
Everton in the Community	Liverpool, Sefton
Fight for Change	Gravesham, Gillingham
Fulham FC Foundation	Lambeth
Tigers Sport & Education Trust	Kingston upon Hull
City in the Community	Manchester
Manchester United Foundation	Salford
Millwall Community Scheme	Southwark
Newcastle United Foundation	Newcastle
Nottingham Forest in the Community / Notts County Football in the Community	Nottingham
Pompey in the Community	Portsmouth
QPR in the Community Trust	Brent
Rio Ferdinand Foundation	Lambeth, Southwark
Sheffield United Community Foundation	Sheffield
Saints Foundation	Southampton
Southend United Community & Educational Trust	Southend
Foundation of Light	Sunderland
The Albion Foundation	Sandwell
West Ham United Community Sports Trust	Newham
Wolves Community Trust	Wolverhampton

- 2.1 The National Context
- 2.2 The Local Context

Whilst patterns of delivery varied greatly across the partners, which we explore in the following sections through a detailed focus on three of the local projects, it is possible to discern some measure of the scale of the programme and its participants through reference to project monitoring data.

Whilst no specific targets were presented by the Home Office a commitment was made by Active Communities Network to engage around 5,000 young people through arts, media, youth work and sports based activities. In Table 2 we present an overview of programme wide activity, participation rates and demographic profile of those participants. We also present indicative records of participant outcomes and achievements.

TABLE 2: PROGRAMME STATISTICS		
DATA FIELD	NUMBER	PERCENTAGE
<b>DELIVERY</b>		
Number of schemes delivered	152	N/A
Number of sessions delivered	6,322	N/A
Number of session hours delivered	18,340:15	N/A
<b>Participants</b>		
Young people in contact during reporting period	9,209	N/A
Aggregate attendance at sessions	131,657	N/A
Aggregate contact hours at sessions	355,983:45	N/A
Average contact hours	38:39	N/A
<b>GENDER</b>		
Male	8,213	89.18
Female	994	10.79
Unknown	2	0.02
<b>AGE</b>		
Not specified	1,792	19.46
16	1,191	12.93
15	1,053	11.43
14	910	9.88
17	874	9.49
13	697	7.57
18	679	7.37
19	500	5.43
12	436	4.73

DATA FIELD	NUMBER	PERCENTAGE
20	280	3.04
11	179	1.94
21	178	1.93
10	102	1.11
22	97	1.05
9	66	0.72
23	41	0.45
8	32	0.35
24	27	0.29
7	17	0.18
Others	58	0.63
<b>ETHNICITY</b>		
White	3,216	34.92
Black or Black British	2,542	27.60
Asian or Asian British	565	6.14
Mixed	446	4.84
Other or Chinese	202	2.19
Not specified	2,238	24.30
<b>REFERRAL AGENCY</b>		
Criminal Justice Agency	125	1.36
Education Agency	396	4.30
Substance Misuse Agency	0	0.00
Social Care Agency	32	0.35
Friends and Family	4081	44.32
Other	432	4.69
None	4039	43.86

In headline terms it is clear Active Communities Network's contribution to the Choices programme has been successful in engaging appropriate numbers of young people.

Over the period up to 30th June 2012 all activity operating under the Choices banner had engaged a total of 9,209<sup>2</sup> participants. Almost all of these participants were under the age of 25 with the overwhelming majority in their teenage years. Whilst the gender profile is heavily biased towards male participants (89.18%) the ethnic balance was more mixed, with around 35% White, 28% Black or Black British, 6% Asian or Asian British and 5% Mixed. In the main participants came to the programme via self or peer referral routes.

<sup>2</sup>Statistics attributed to football club delivery partners are of a self-reported nature, Active Communities Network cannot verify as data is not accessible.

- 2.1 The National Context
  - 2.2 The Local Context
- 

## 2.2 THE LOCAL CONTEXT

### 2.2.1 HACKNEY

#### 2.2.1.1 ARSENAL IN THE COMMUNITY

“For me, it’s all about getting people to do things that they didn’t think they could do. Football’s just a carrot.”

The Active Choices project in Hackney was delivered by the Arsenal in the Community programme. Arsenal has had a Community Programme since the early 1980s. They have delivered, and continue to deliver, a broad range of activities and programmes across four Boroughs in north London (Hackney, Islington, Camden and Westminster) including:

- Kickz
- National Citizen Service
- The Double Club literacy programme
- A ‘Gap Year’ programme
- BTEC Level 3 Sports Development
- Me, Myself, My Future course
- Engaging Young Boys programme
- Jobs Fund sessions (a mixture of sports training and values workshops)
- Feltham Young Offenders programme, looking at the business side of football, mixed with coaching sessions
- Table tennis and badminton
- Rugby league and rugby union
- General open access estate based football sessions

These sessions are run at different times, every day of the week in a variety of locations, including small football ‘cages’ within housing estates and sports centres, local primary and secondary schools, local colleges and the Feltham Young Offenders Institution.

The community programme employs 20 full-time staff and 100 part-time workers. 80% of the part-time employees are young people who have come through the various different programmes themselves. Their delivery is supported by an extensive network of partners that include:

- The Metropolitan Police
- Social housing providers
- Building contractors
- Community organisations
- Schools and colleges
- Youth offending and probation services
- Charities

Arsenal work with young people, both young men and young women (although primarily young men) from the age of around 6 to 25. Some of the areas they are working in are amongst the most challenging in London and a lot of the young people they work with come from deprived backgrounds. Some may have already been excluded from school or are at risk of being so. Many are also involved in, or on the fringes of, gang activity. Drinking, smoking 'weed' (primarily 'skunk') and the selling of drugs are problems not infrequently encountered by the coaches.

### 2.2.1.2 ARSENAL IN THE COMMUNITY ACTIVE CHOICES PROGRAMME PROFILE

Arsenal used the support of the Choices programme to deliver workshops and activities with a group of young men at an academy school in Hackney. Their work forms an integral part of the broader 'Engaging Boys' programme set up by the school in September 2011.

The Engaging Boys programme has six main parts to it:

- Improved academic performance
- Improved literacy
- Sport provision
- Duke of Edinburgh Award Scheme
- Increased parental support
- Volunteering

The boys on the Engaging Boys programme are aged between 11 and 15, with a concentration on Year 9s (13 / 14 year olds). The Year 9 group of 25 boys has the full programme with other year groups of around 20 boys doing fewer activities, less often.

*"We are trying to get those boys who might come from very challenging backgrounds, so Free School Meals, have a lot of boys on that, although that's not the overall criteria...we're trying to hit certain target groups that may have done badly in the past, and we're trying to hit boys that may be a little bit disengaged, that are getting into trouble outside school...But we didn't just want to make it a group of kids that are seen in a negative way. We want it to be seen as an elite group and so we've mixed it up with other boys that are seen as very positive, that have that positive peer pressure. They're boys; that's the only thing they've really got in common."*

– Andrew Robinson, Petchey Academy

Andrew, who set up the programme, was also always keen to bring in lots of outside organisations to support the work.

*"I tried other companies, but either I couldn't get through or they weren't particularly useful. Arsenal on the other hand, said 'no worries, we've got just the person' and put me through...to John [Keyes]. He said 'no problem at all, we can work out ways to support this programme, I'll come in to see you.'"*

– Andrew Robinson, Petchey Academy

### 2.1 The National Context

### 2.2 The Local Context

---

Arsenal are now not only one of the main contributors to the programme, but have helped to facilitate contact with other organisations including:

- The Royal Marines who have made two visits and are taking some of the boys for a week away at Lympstone Commando training centre.
- Community Service Volunteers who facilitate volunteering at a local primary school where the boys go once a week to help younger children play sport and with their reading.
- Saracens Rugby Club where the boys go and coach on Mondays.
- Home Office Guns, Knife and Crime trainers who delivered some self-defence sessions.
- Rugby Super League who provide coaching every Thursday alongside the Arsenal coaches.
- Renaissance Learning who offer a computer-based reading programme with incentives linked to the football club. "If kids get certain points, they know that they can go and do things with Arsenal... have tours of the stadium or meet the players, maybe. So it's an incentive."

#### 2.2.2 NORTH LIVERPOOL

##### 2.2.2.1 EVERTON IN THE COMMUNITY

The Choices project in North Liverpool was delivered by Everton Football Club's Everton in the Community (EitC) programme which runs a series of hugely successful social inclusion programmes across Liverpool to encourage community cohesion and inspire individuals to make positive life changes including:

- Kickz
- The Prince's Trust and Safe Hands
- Work in schools
- Open access estate based Everton in the Community sessions

Whilst the approach at the various sessions may differ, ultimately they have the same goals. Essentially these objectives are to reduce levels of anti-social behaviour in areas of high unemployment and deprivation and to steer young people into education, training and employment and increase aspirations.

EitC currently employs around 20–25 staff and volunteers across the different delivery sites and regularly engages between 200–300 hard to reach young people each week. Many of the staff members and volunteers have progressed from being participants themselves and so can genuinely relate to the young people they are working with and are often viewed as role models by current participants. There is also a dedicated team of six coach/social inclusion workers who act as 'key workers' for specific young people supported by the programme. Part of the success of these sessions is the strength and quality of EITC staff and volunteers.

##### 2.2.2.2 EVERTON IN THE COMMUNITY ACTIVE CHOICES PROGRAMME PROFILE

EitC has used the support of the Choices programme to develop and deliver workshops based around the issues of drug and alcohol misuse and bullying. However it was never seen as a 'standalone' project. Rather, EitC sought to embed the workshops within its wider programmes and across the whole staff



team. Whilst enabling the team to pilot approaches to be taken forward through the Princes Trust Safe Hands initiative and to embed learning from the programme wide staff development training provided by Active Communities Network, the Choices programme built on the partnerships and delivery networks developed through their delivery of the Kickz programme. This was important because of the rapport the Kickz coaches have built up with gang members in the Norris Green area of the city. Many of the statutory youth projects have been hampered from undertaking work in the area due to gang intimidation but through its work with young people in Norris Green Kickz has helped to improve relations between gang members and local residents.

Choices was to be delivered at a variety of venues including young offender institutions, remand centres, and youth centres. EitC proposed to work with approximately 8–10 youth centres and also to deliver workshops in existing schools as well as a new 'free school' run by Everton's official charity, not open at the time of research, but which opened in September 2012, with 120 pupils using the power of sport to engage pupils and their wider families with an alternative learning experience. It will be open to young people aged 14–19 who would benefit from a wider range of learning styles and approaches to prepare them for the world of work.

It was planned to deliver at existing Kickz sites and at the Everton 'Extra Time' venue at Goodison Park with young people being invited to attend Choices sessions at local youth centres after their Kickz sessions. EitC were also to take a pro-active approach in attracting those young people into Choices sessions who may have been banned from formal youth service/centre settings. In essence, the Choices programme was aimed at hard to reach and more challenging young people whom Everton in the Community's general programme working in schools and youth clubs does not regularly attract or engage with. Having delivered one experimental anti-bullying workshop at Hindley Young Offenders Institution and a football coaching session at Red Bank secure community home it was also proposed that they would deliver further workshops under the Choices banner at Lancaster Farm and Hindley Young Offenders Institutions. They were unable to deliver Choices at Redbank as this is a residential care home for those with serious criminal convictions carrying long-term sentences unlike Hindley where sentences are generally in the region of 3–6 months.

A significant proportion of the 'hard-core / hard to engage' Kickz participants that EitC struggle to engage with or whom they 'lose' contact with end up in a YOI or prison and the EitC Choices Co-ordinator Paul Nagle believes *"there is a massive untapped market of hard-core young people at young offenders institutions that are not having any work done with them"*. Indeed some of the young people EitC were working with through their Kickz and Positive Futures work were engaged as part of their parole conditions. Consequently EitC had some familiarity with young offenders who are *"drawn in by the attraction of the football session which follows the workshop and so are happy to attend"*.

Following this format the Active Choices project involved coaching staff in the delivery of a football and/or other sporting element (such as pool or table tennis) following an hour-long workshop. Whilst the sporting element is effectively labelled as a 'carrot', the staff employed by EitC are youth workers rather than football coaches. Although they have obtained relevant coaching qualifications it is the Everton brand that provides a sense of credibility and which the staff are able to mobilise using their people skills and youth work experience.

The model developed by EitC also seeks to build on these interactions by offering progression pathways for participants, such as providing volunteering opportunities in homeless and mental health projects that EitC also deliver. They have also established links with many partners who can work with EitC to offer guidance and support. It is also anticipated that EitC will take on some of the young people as apprentices and liaise with colleges and other external agencies to get them engaged and involved in a range of other constructive positive activities.

#### **2.2.3 WOLVERHAMPTON**

##### **2.2.3.1 WOLVES COMMUNITY TRUST**

Wolves Community Trust, formerly known as Wolves in the Community, delivered the Choices project in Wolverhampton. Formed in 1991 it began operation as the registered charity of Wolverhampton Wanderers F.C. on the 1st December 2008 and is based around delivery in five thematic areas:

- Sports Participation: Widening access to football and encouraging excellence.
- Health: Delivering Health Checks and raising awareness of diabetes as well as supporting those diagnosed with diabetes or at high risk of developing it.
- Education & Enterprise: An educational programme for targeted groups in Wolverhampton.
- Social Inclusion: Diverting young people from anti-social behaviour and promoting inclusion in the community.
- Community Donations via Wolves Aid: A grant programme donating over £100,000 to local charities and organisations.

Wolves Community Trust is also involved in a variety of national projects funded by the Premier League or Football League Trust, including the Kickz programme delivered as a partnership between Wolves Community Trust and West Midlands Police. Initially established in the Whitmore Reans area of Wolverhampton in September 2010 which experienced high levels of youth led anti-social behaviour and crime, it has now been extended to the Bilston East ward of the City which has experienced similar problems. Kickz is delivered 48 weeks a year and is much more than a football and sports development programme. Local partnerships ensure that projects are well targeted and young people take ownership of their projects and help guide decisions, so the right activities are delivered and refreshed when necessary. A huge variety of sports, music, arts and social/personal development workshops are provided to help tackle anti-social behaviour, reduce knife/gun crime and gang culture and to enhance community cohesion between the old and the new communities.

##### **2.2.3.2 WOLVES COMMUNITY TRUST ACTIVE CHOICES PROGRAMME PROFILE**

Wolves Community Trust has used the support of Choices to build on the Kickz programme through a specific focus on substance misuse education and training and the development of a DVD with input from young people. Following the principles associated with their successful Kickz work, this new resource and associated delivery formats has been developed in partnership with a range of local agencies including the Multi-Agency Support Team (MAST), the Police and Healthy Schools initiative.

For MAST the Choices work was important because of its key focus on drugs and alcohol, which has been highlighted as a key priority in the MAST 5 Action Plan. The Choices work was seen as complementary and adding a degree of variety to their existing work. For the MAST 5 manager *“there isn’t just one way to skin a cat and you need different approaches to engage with different groups of young people. [The Choices DVD] is another option in our portfolio of choices for young people”*. Furthermore, whilst some organisations such as Base 25 offer a service for targeted groups of young people, Choices offers more of an *“open door approach”*. *It was also recognised that Choices could be adapted to meet the needs of a particular issue in a local area and “it is this personalised link which Choices can offer which is so important”*.

The decision to develop a DVD as part of the Choices offer was also seen as a more accessible resource for many young people, particularly as the scripting and story-board for the DVD was to involve young people:

*“What I liked is that it isn’t prescriptive – it’s not just listening to a teacher at the front of the class and so this is how they will remember and learn more when they feel engaged... Some will engage with formal teaching and that’s great but the ones we really want to link in with probably won’t and so need a different approach”*

– MAST 5 Manager.

The Police had a similar perspective with Beat Sergeant PC Chris Harrison suggesting that *“Kickz is a peer led project and can better influence young people’s decisions than anything else that was going on at the time and so that’s what initially attracted me to Choices”*. The Police had clear evidence of the benefits of Kickz in terms of reductions in anti-social behaviour and felt that the Choices project could enhance this by targeting particular hard to reach young people or those engaged, or at risk of, involvement in drug use or issues with drug use within the family setting.

Additionally, for Chris Harrison, a key motivation was that he felt his personal involvement in the delivery of Choices workshops could help further break down some of the barriers between young people and the Police. He saw an opportunity to generate further relationship building between the Police and the wider community and felt that he can use Choices as a springboard to initiate police involvement at youth centres and schools in the area.

In Wolverhampton drug and alcohol education is delivered through Personal, Social and Health Education (PSHE) sessions although PSHE is not a statutory subject and only 38% of the 102 schools in Wolverhampton deliver any sort of substance misuse education. As such, the Healthy Schools Manager felt that the targeted work on drug and alcohol use represented the main gap in service provision that the Choices work could help to fill. Like MAST, he felt that Choices offers a unique approach involving the development of a new and sustainable resource.

### 3.1 Life Skills

### 3.2 Learned Skills

---

Whilst the Active Choices programme was made up of a series of locally distinct projects, it was the frontline staff, with their personal qualities, experience, drive and commitment, which were critical to the building of relationships with participants. By definition, the ability of those working on Choices to engage with young people, who have proven inaccessible to other interventions and public sector personnel, revealed the possession of very particular qualities that were not easily learnt from a training manual. Whilst Active Communities Network is committed to ensuring that its workforce is fully skilled and has supported project staff with an extensive training programme as detailed below, it was clear that the possession of those skills begins with the personal biography, practical experience and life skills of the individual workers.

In their role as 'cultural intermediaries', linking people up and breaking down barriers between what are often perceived to be alien and mutually intimidating worlds, it is incumbent upon staff to have a deep understanding and empathy with the social situations and cultural outlooks of those they are working with. In many cases this 'cultural capital' is most likely to be fully developed amongst individuals who themselves have first-hand experience of or a close proximity to individuals who have been stigmatised as 'at risk' of offending or substance misuse.

This is not to make an over-romanticised claim that it is only those who are 'from the streets' and have 'been there, done that' who can engage effectively with alienated young people. It does however suggest a need to have a non-judgmental understanding of the situation that these young people find themselves in, from their perspective. It is equally imperative that individual workers do not merely mimic the behaviour of those they work with in order to achieve 'credibility'. They must have the capacity to open gateways to new skills, experiences and aspirations in ways that are appealing, whilst remaining plausible to the other agencies that these young people will inevitably be brought into contact with.

As such we found that the effectiveness of staff was related to both their personal biography and their willingness to engage in and utilise professional development activity.

## 3.1 LIFE SKILLS

### 3.1.1 ARSENAL

Around 80% of Arsenal's part-time staff, including the two delivering the Choices work, had originally come through the programme as participants and then as volunteers, before progressing on to paid employment. Having grown up in the local area, they were able to demonstrate an understanding of the communities in which they were working and the issues that the young people were facing.

Both the coaches, Daryll and Marcus, were from the north east London area and were not much older than the young men they were working with. Both came through the Future Jobs Fund programme with Arsenal. In Daryll's case, Arsenal first came across him when he was still in Feltham Young Offenders Institution. Marcus got involved with the club after starting to attend the regular football sessions Arsenal were running on his estate, when he was looking to turn his life around.

Both have previously been involved in criminal activity, with Daryll having spent time in Feltham Young Offenders Institution. They draw extensively on their own personal experiences when delivering their

workshops, to help the young men understand that they do have a choice about what they do with their lives. It is this use of their own experience, combined with the additional credibility that the Arsenal badge offers, that appears to resonate with the boys.

*“The...work at Petchey is around substance misuse, but it’s also really about values in life. It’s based around Daryll’s life story, about being in a gang, getting involved in drugs and going down the wrong path. It’s also about an offender, who suffered through substance (albeit through selling it), now going back out and telling other young people it isn’t worth it..”*

– John Keyes, Arsenal Football in the Community Programme.

### 3.1 Life Skills

### 3.2 Learned Skills

---

## DARYLL'S STORY

---

"I was 16 and I finished school, got my GCSEs...and went off to a football college in Borehamwood... I'm from an area in Hackney called London Fields...I was 16 going on 17 when a murder happened in Hackney. The guys from the other gang would say that if they catch anyone from London Fields...they'd do the same thing to them. It was about that time that I used to carry my knife around with me.

"I would never, ever go out and start trouble, cos I wasn't that type of person, but I used to carry it for protection. But once you're holding a knife, you're always intending to use it, so basically you are coming out to start trouble...when I was part of London Fields gang, it's part of life. Like you remember keys, wallet, phone, it always used to be keys, wallet, phone, and knife. I always used to pat myself down, making sure I'd got my house keys and my knife. That's the sort of mentality I had.

"I must have been coming home from college one day and about three boys came up to me and asked me where I'm from. I said I'm from round here. If I'd never had the knife on me, I probably would have run, but I ended up flicking out the knife and stabbing one of them in his chest. I'm lucky enough that the knife bounced off the sternum, so he just got injured. About three days later, I was arrested and then got sent to jail. I ended up getting three years and doing 18 months in Feltham Young Offenders.

"When you're in Feltham and you're coming up to your release date, with about three months left, you get so many people coming up to you saying 'you're going to do this when you come out'...people telling me that 'you're going to work in JD doing retail' and that's not something that I wanted to do. So when Arsenal came in and asked me what I wanted to do...I said 'yeah, I'd be more than interested in doing football coaching and them sort of things'. Basically, I already had my Level 1 in football coaching, so when I come out, I got released on a Wednesday, I came and saw Arsenal on the Thursday...I had my interview for Future Jobs Fund on the Friday and I started full-time work on the Monday...and basically I got my part-time job through that.

"If I didn't come straight into Arsenal the next day when I got released, I'd have been coming out 18 going on 19, with no job and no income. Obviously I would have had the support of my family...but there's not a lot of money in my family, so I would have been coming out with no money in my pocket and nothing to do, so probably would have ended up doing the same things I was doing from when I was younger, cos what else can I do really? I could go for interviews, but there's not a lot of people that's going to want to take me on when I've got a criminal record. When I come out of Feltham I was still on tag; I was actually working here (Arsenal) when I was still on tag, doing my sessions, still making sure I had to be home for 7 o'clock. And Arsenal still took me on after that, with all them boundaries...so, they had a massive, massive impact... When I look back at it now, the things I've been through with Arsenal and that, I just think that's a completely different person. People that didn't know I went to jail, when they speak to me now, they're shocked that I've even gone to jail. They don't think that I'm that type of character because of the way I am now."

**Daryll won the 2012 Inspiring Person of the Year Kickz Award.**

## MARCUS'S STORY

---

"Imagine coming home to an empty fridge with no expectation of your next meal; can't afford a social life for your age category. Well, that's just a few of the things that made me start dealing drugs...When I first started...it was meant to be just for the time being, to make the situation better.

"Within a space of two months, I brought in more money than I've held on all my past birthdays put together. As the time passed I was getting older and the money got longer. I started having different interests, such as driving the latest cars, raving. With that I found myself in a new rental every week and spending at least a grand each night I went out. When I was at my prime of spending, it was the best buzz in my life that was later going to end with a bang.

"People started doing things to my family to get at me. Well, I thought they were trying to get at me, but it was obviously my money they were trying to get at. I couldn't go anywhere with my brothers and sisters because I knew I'd be putting their lives in danger; and never done no social activities with my mum, because she's the last person I would want to put in danger. Two of my cousins got kidnapped. I got the phone call for their ransom and on both occasions went and paid it. That's when I thought to myself, how long can this really go on for? I've already put my mum's life at risk, and my brothers' and sisters'.

"I knew I needed to get away from everyone in order to stop all my bad habits and come back as a different person, which I did by turning off all my phones and going to stay with my ex-girlfriend for eight months. Within the time that I was away, there was a rumour of me sitting on more than £250,000. The only person that was close enough to me to know where it would have been was my older cousin; and that's exactly what the roads must've thought, because when I disappeared, he got kidnapped and thrown off the roof in Stratford, 21 flights up.

"Since then, I've changed my ways. I always think of going back down the same road when I see no other option, but there was always John from Arsenal Community Programme that kept pushing me to do better in life. I'm more than grateful...I can't wait to prove that to him."

### 3.1 Life Skills

### 3.2 Learned Skills

---

#### 3.1.2 EVERTON

At EitC several of the staff have either come through as participants or volunteers and everyone in the Social Inclusion team has come through volunteering or apprenticeships with several of the Apprentices taken on having been former Kickz participants. Having grown up in the local area, the staff are able to demonstrate an understanding of the communities in which they are working and the issues that the young people are facing.

The staff at EitC Choices often have pre-existing relationships with some of the young people they are working with or have known them, or other members of their family, for considerable periods of time. This has the very practical advantage of meaning that young people will listen to Paul and other Choices staff and give credence to what they are saying. In other situations the staff's own biographies enable them to connect with groups who are unknown to them such as when Paul was able to gain pupils' attention by disclosing the alcoholism of a former partner and mother of his child. This approach generates a certain authenticity and credibility that it would be hard for other professionals such as teachers or police officers to invoke in the same way.



## PAUL'S STORY

---

Paul lives in north Liverpool and has two daughters and he is separated from both of their mothers. One of his daughters is a teenager and the other is a one-year-old baby. Whilst he has limited access to his baby daughter he has always had full-time responsibility for his teenage daughter and they live together. He describes her as "my best friend – we have such a laugh together and all her friends come over and hang out at our place so that's cool as I know who she is with and what she's doing". However, having sole responsibility for his daughter as she grew up meant he found it hard to find employment when he was younger and he was unemployed for a period of almost 20 years. He then got involved with a training and employment organisation working with the long term unemployed, 'Steps', who secured him a place on a Level 1 Football Coaching course delivered by EitC. He also set up a football club for young people in his local area after securing a £500 grant from the Police. Many of these young people went on to gain their own football coaching certificates. During the course of his training with EitC, he was offered the opportunity to undertake some voluntary work, coaching the younger age group on EitC programmes.

"I agreed and things just progressed from there really – I did the Level 2 and then got work as a casual coach on a paid basis and then got this full-time role as Choices Co-ordinator with EITC in May 2012"

He feels that one of the reasons for his ability to do the job is that "I have easy access to these young people...I understand what it's like for them and I know what it's like on the streets here in this part of Liverpool... And I can relate to them too... I've seen my mates, and even family members, die because of things to do with drugs and so I've always got a personal story to tell and young people listen to me a lot more... 'cos I know what it's really like and so I can make it so much more hard hitting."

"You know when I talk to young girls about the dangers of alcohol and ask them if they'd drink in pregnancy and they say no and then I can talk to them about how they can be drinking a lot without even knowing they may be pregnant and then relay to them my story about my baby girl who was born very prematurely at six months and weighed only 4lbs because her mum was an alcoholic and I think this group of young people will listen to this more don't they?"

"It depends whether it is the right context to bring something like that into the session or not but more often than not I will draw on personal experiences and I think that can make the session better and it certainly works for me... They like it that I'm not just standing in front of them like a teacher and telling them it as it is. I find that the young people listen to me and can relate to me better than teachers and that..."

### 3.1 Life Skills

### 3.2 Learned Skills

---

#### 3.1.3 WOLVES

Wolves have a similar history of taking former participants, some of whom have had a chequered history and experience of involvement in the criminal justice system, on a developmental journey that has culminated in employment by the club. Whilst the Trust has been comfortable employing staff on the basis of their capacity to deliver regardless of previous transgressions they have been more reluctant to share this with participants. Whilst staff might be able to connect easily with participants and provide guidance based on their own life experiences there is a very conscious recognition that sharing too much information might encourage young people to rationalise that 'he did that and got involved with the Police and is OK now so I can do the same.'

At the same time the head coach at Wolves stresses that:

*"You have to be yourself as the young people, they know if you're being a fake... but also it takes time to build up that trust doesn't it? You know they're still only young after all and it takes time to gain their confidence."*

#### KIERAN'S STORY

---

Kieran is almost 16 years old and had been a Kickz participant for about a year since its inception in September 2010. For the past nine months he has been a volunteer, helping as a coach at the weekly Mini Kickz sessions. He has done a Level 1 course on Using Sport to Tackle Youth Crime and when he reaches 16 years of age he intends to take his coaching 'badges'. He was asked by Jen to help out at Mini Kickz and thought it was a good idea as "otherwise I was just sitting at home and I like working with the kids and really enjoy it ... it's like a passion and that and I don't know what my life would be like without Kickz."

He went on to explain that "Before Kickz I was at school being naughty and Kickz really helped me to sort myself out and Jen has been a great help and now I've got into college to do a Level 3 catering from September... After last week's Kickz session Jen asked me to help out at this [Choices] session and I thought why not, it's better than sitting round at home and it gives me something to do and I enjoy the company and that... I think that Jen really trusts me now and so we get more responsibility and that makes me feel more of an adult like and that is good."

---

Kickz and Choices at Wolves is also distinct in that it has a high level of involvement in the delivery of sessions by representatives of West Midlands Police. The police are one of the key partnership agencies involved with Kickz and Chris Harrison is the Beat Sergeant in Whitmore Reans and so he has had a presence at the Kickz sessions since their inception.

"Kickz is a peer-led project and can better influence young people's decisions than anything else that was going on at the time and so that's what initially attracted me to Choices."

## 3.2 LEARNED SKILLS

As well as having coaches with whom the young people can identify directly, the clubs also employ people from very different backgrounds, who can bring an additional depth and breadth of experience. The project workers have also developed fresh skills through attendance at the series of Substance Misuse and Train the Trainer sessions organised by Active Communities Network as well as a number of networking events to meet up with other professionals involved in Choices that were viewed positively by staff. We observed a number of these sessions including a two-day substance misuse training session and two of the train the trainer events.

### 3.2.1 SUBSTANCE MISUSE TRAINING

Hosted by Chelsea Football Club in January 2012 this was a two-day Level 2 'Recognising and Responding to Substance Misuse' course.

The session, attended by 13 male and one female community sports coaches from a number of London based football clubs, was run by a trainer with 17 years' experience in the sector working in rehabilitation centres, needle exchanges and with homeless people as well as writing workforce development and degree programmes. The focus of this course was on three specific interventions, which can be applied more widely than in relation to drug and alcohol interventions. They were:

- The cycle of change
- Transactional analysis
- The drama triangle

The idea behind this was for participants to learn fresh techniques and to reinforce their existing skill sets. Whilst the course was designed to be practical, so coaches could start applying it in their work straightaway it culminated in an hour-long multiple choice exam on the second afternoon.

Building on the importance of lived experience discussed above, this time in the professional context, the trainer encouraged participants to share their own examples and experiences from the start to help make the course as interactive and 'real' as possible.

After establishing what participants were seeking to gain from the course the trainer explained that people tend to use drugs in three main ways:

- Experimental – use once or twice, just to try
- Recreational – occasional use in socially specific environments
- Problematic – daily use linked to involvement in crime, poor health and relationship problems

He then divided participants into three groups to look in more detail at the effects of substance misuse on the individual and the potential barriers to accessing support services (Learning Outcome 1). Initial discussions focused on broad themes, such as the differences associated with work with different age groups and different regional, demographic and gendered patterns of substance misuse. The focus then moved on to the role of coaches in this type of work, the limitations of what they could do and the potential disruption to services of a more tailored service.

### 3.1 Life Skills

### 3.2 Learned Skills

---

Usefully, this began to expose a generally low level of existing knowledge amongst participants as to where you would go for further support and who you could refer someone to. The trainer was then able to explain how services work on the basis of 'Models of Care', the blueprint for Drug and Alcohol Teams around the country. He pointed out that, as coaches, their role is primarily at Tier 1 of the Models of Care, a largely signposting role. However, it was recognised that their relationship with individuals can often be much more complex and involved than that, leading to Tier 2 type intervention. Tier 2 is any intervention that does not require a care plan, whereby someone turns up and then leaves, with no specific goal and no personal record kept. This type of intervention can then include outreach workers, drop-in sessions and alternative health therapies and also, potentially, the role of the community sports coach.

Tier 3 is an intervention where there is a care plan. A care plan is a structured intervention, typically of around six months, with a set of goals and what the individual needs to do to achieve those goals. Tier 3 interventions are generally run by statutory drug agencies and can include day care services that could potentially include sports activity delivered by partners but which can also involve substitute prescribing or one to one counselling. Tier 4 is a residential drug treatment programme.

In this context the trainer was able to stress the importance of multi-agency working and encouraged the participants to research their local agencies and develop contacts within them, so that it will make it easier if they are working with young people who need professional support.

From this foundation, the focus moved on to the first of the three core skills the course covered, the Cycle of Change which helps to identify where a person is at in terms of a substance misuse problem so that the best type of intervention can be selected. The four stages in the Cycle of Change were addressed:

- Pre-contemplation – the person does not recognise they have a problem or are not interested in change. At this stage you would just try to build a relationship with a person, as they are not ready to change yet, by 'sowing the seed' of an idea that they might change in the future in readiness for new possibilities such as college, volunteering or employment.
- Contemplation – the person thinks they need to change. The individual is likely to be engaging with the worker, asking questions, attending regularly. In this context coaches could use supportive, motivational language, asking people what they would be like and how things might be if they did change.
- Action – they seek solution to the problem. At this point, the coach's role is to support someone to take steps towards change perhaps by offering skills training, helping to identify goals or providing positive feedback. In this context people are likely to need some kind of programme or activity to occupy the space previously filled by addiction which is where sport can play a key role.
- Maintenance – need to maintain the change. Goals, action plans and programmes are still important at this stage, as well as new skills and responsibilities to keep people occupied.
- (Re) lapse – people who have been using are often full of shame, guilt, remorse and low self-esteem. When they relapse, all this comes to the fore again, so it is important to help them de-shame. Nigel explained that he tries to turn relapse into a positive – it's happened, what can we learn?

The course then moved on to Learning Outcome 2 – looking at the main substances and their effects with participants being divided into groups and given a list of substances to research for themselves online.

The idea was to find out about the effects of each substance, the signs and symptoms of their abuse, the associated behaviour of users, the harm caused by the substance, the legal status of the drug and its slang names. Some of these substances were quite well known to participants, e.g. heroin, crack, alcohol etc. but others, such as subutex and benzos were new to people.

The course then moved on to look at the Drama Triangle. The trainer's obvious enthusiasm for the subject matter meant that he could sometimes go off at a tangent when asked a question which may have served to confuse or lose the attention of some (although not all) of the participants who were less engaged with the subject matter. For example, he spoke at some length about Carl Rogers, who pioneered a humanistic approach in psychotherapy, which did not resonate with participants in the same way that the more practical exercises had. From this he went on to explain that the drama triangle has three characters, a victim, rescuer and persecutor.

The victim is the person coming into the service and is likely to have low self-esteem. They are looking for someone to rescue them and the practitioner they see risks getting sucked into sorting out everything for this person, as a way of making themselves feel better. At some point there will be an occasion where the victim will turn up, but the rescuer is not there for whatever reason and the victim will turn them from rescuer to persecutor, thinking that the erstwhile rescuer has let them down like everyone else and will start to blame them. When this happens, the rescuer can also start to feel like a victim.

These roles may be assumed subconsciously, but the drama triangle is a way of helping practitioners to be aware of the fact that this can happen and to think about how to keep themselves safe from this potential cycle of events. It is an approach that can be used to help with personal development and reflective practice, to help participants identify what they have done well, what they have not done so well and what they could do differently.

The model proved challenging and had to be reviewed several times, as some of the group were having difficulty relating it to their own work and understandings of the issues. To a lesser degree this continued with the third element of the course focused on Transactional Analysis, a theory of personality and systematic psychotherapy for personal growth and personal change that can be applied to a variety of situations to help understand people, relationships and communication.

Whilst the session was generally well received by the participants, the appropriateness of the more theoretical content for an audience of community sports coaches who only have a tangential engagement with substance misuse interventions at the Tier 1/Tier 2 interface might need to be reviewed. However, this might be countered by the need to consider the two training courses as a whole, with the Substance Misuse course providing specialist knowledge to a sub-set of staff and the Train the Trainer course providing practical tools to be cascaded through the organisation.

### 3.1 Life Skills

### 3.2 Learned Skills

---

## PARTICIPANT FEEDBACK

---

*"I liked all the theory, the drama triangle, cycle of change etc. But it felt like it was over two days because of the accreditation; it could have been on one."*

*"Nigel was very approachable and knows his stuff, but in some ways too approachable, because there were questions all the time and it went off on a tangent. The pace was a bit slow sometimes."*

*"At the end of the alcohol course we got the materials / booklet, but we didn't with this course so I feel like I'm less well equipped to deal with these issues at work."*

### 3.2.2 TRAIN THE TRAINER COURSE

Hosted by Brighton and Hove Albion Football Club in January 2012 this was a one-day non-accredited course attended by 13 male community sports coaches from southern professional football clubs.

The focus of the day was on alcohol, with a little bit of a discussion around 'skunk' cannabis as it was felt better to focus in detail on the main drugs of choice amongst the clubs regular participants. Participants were each given a booklet, containing a range of exercises to use with young people to facilitate discussions around alcohol awareness, and this formed the basis for the day. The activities in the book are divided into different sections:

- Physical and mental effects
- Units and sensible drinking
- Alcohol and safety
- Harm minimisation
- Consequences
- Anti-social behaviour

The trainer started by getting everyone to participate in a 'Stand Up Sit Down' game, asking participants in a series of iterations to "stand up if you've ever got so drunk you've XXX". It was stressed that whatever people said / admitted to during the day would stay within the room and participants were encouraged to be honest, which they seemed to be. After this warm up which settled people into the session, participants were divided into four groups to discuss the particular effects of alcohol. One group looked at physical effects, one at psychological effects, the third discussed the social effects and the fourth focused on the effects of alcohol on sport.

A group discussion then kicked off with someone from each group presenting what they had come up with. As the discussion progressed, the trainer was very good at drawing it back to situations that the coaches could relate to. She talked about making a link between delivering positive activities with young people and the debilitating effects alcohol can have on participation. She continually underlined the importance of coaches' roles as youth workers and how they are in a position to challenge the young people they work with when they're boasting about their hangover / how much they drank at the weekend. She also talked about the responsibility they have to themselves and to the club.

She then drew the information presented by the four groups together, running through the short and long term effects of alcohol and showing some fairly graphic images.

Through use of quiz format the session then focused on what coaches can say to young people as part of a harm reduction strategy such as switching from spirits to beer / wine. She talked about how it is important to give facts to enable informed choices to be made, and that it's not always appropriate to tell people to "just say no". Throughout the discussion, the trainer was constantly giving practical examples and drawing a lot on her own experiences to illustrate. Her willingness to share some quite personal information also helped the group to open up and talk about their own lives more.

After lunch, the group worked through the activity book which proved a good way of getting participants to test the knowledge they had acquired in the morning session. They began with two activities wearing 'beer goggles' – one focused on trying to arrange plastic cups in a pyramid, the other a dribbling exercise around cones whilst wearing the goggles.

As the group went through the exercises in the book, Amanda gave examples of what they would be good for – e.g. the word association game is a good way of testing / reinforcing learning. She also suggested strategies the coaches could use to get young people to talk about their experiences, without glamorising it, in order to help them understand the negative consequences of drinking.

Participants were then given a unit calculator and one of the group was invited to list what they drank over Christmas in one session, before adding up all the units. Earlier one of the group was asked to demonstrate how much vodka they would pour if they were making a drink at home and then people were asked to guess how many units they thought was in the glass. The actual volume exceeded everybody's estimates.

Completing the circle from the initial ice-breaker the group also took part in a game of Scramble, where there was a circle of chairs, with one less chair than participants. The person in the middle then called "Move positions if you've ever XXX whilst drunk" whilst the issue of non-disclosure was also discussed and the importance of referral to specialist agencies emphasised where appropriate.

Overall, it was a very practical course, delivered by a woman who clearly knew the issues and had experienced some of the downsides of alcohol. She was good at getting everyone involved. It was not typically what you might expect of a course entitled 'Train the Trainer' as it was very practically focused, providing the tools for the job rather than addressing theoretical approaches towards training and in this instance, it was well targeted to meet the needs of the participants.

The general feedback from participants in the room was good and the coaches were pleased to have been given a practical resource that they could go away and use or adapt. However at another session delivered at Millwall Football Club where there was greater disparity between people's pre-existing levels of knowledge it was harder to retain everyone's attention. In this sense attention might need to be paid to the selection criteria for participation in each course.

## PARTICIPANT FEEDBACK

---

*"I thought the tutor was fab. If I could come and get her to talk to kids tomorrow, she'd be working for us. I really enjoy going to these things because I do learn something every time. I even try and learn things about myself."*

*"One thing that impressed me about Monday was the range of exercises that you can do, making it a fun exercise. That's something maybe we can change. Usually in the past, we've linked with the drugs and alcohol team to deliver the resources. I now feel it's good for us to be able to do that as well. Although we won't be delivering accredited drugs and alcohol workshops, because we know the groups, we know what's going to be suitable for them. It's good to have external speakers...but we know the demands and the needs of our group."*

*"The handouts and the sheets were very relevant. I think it was a very up-to-date course. I feel 100% confident that I can go out and deliver this now. I've got the materials, I've got the handouts...thoroughly enjoyed it."*

*"Beer goggles will be good, they'll enjoy that and the 'stand up if you've ever' game. Potentially, if you're having a laugh with some of these guys on the side of the pitch, you could play that informally...you don't need to go on a rant. You could just have a chat – 'I didn't realise you guys smoked so much...have you thought about etc.?' – it's a good way to start discussions. That, straight away, builds the relationship, strengthens it...I'm not saying tell these guys everything about you, there have to be boundaries as coach, but if they can see this guy understands where I'm coming from and has experiences as well, they're going to open up."*

Whilst this section has focused on the development of new skills through the projects' workforce development activity it is pertinent that even in this context the personal biography of the trainers and their ability to draw out the personal experiences of participants proved critical. As the 'Train the Trainer' facilitator explained:

*"I fell into it because of my own life experience and ending up in quite a mess due to drugs and alcohol... so I have that level of passion and involvement that maybe a worker that hasn't had that personal experience doesn't have. I'm not saying people that don't have it aren't great at the job but I think when you've gone through it you are able to connect a little bit better. You don't even have to say that you have – they know, through your use of language or something; they suddenly think 'oh she knows what she's on about'. Sometimes I share my experiences with them and then they feel OK enough to open up about their stuff. That's how I've implemented a lot of my training. I encourage workers to be really down to earth, be on their level, use their language, don't be judgemental."*



4.1	Delivery Models
4.2	Delivery Styles
4.3	Examples of Practice
4.4	Onward Development and Replicability

---

## 4.1 DELIVERY MODELS

Each of the case study clubs adopted a workshop style model for the delivery of their core Choices activity although a range of different approaches and materials were used to support the sessions.

### 4.1.1 PERSONAL NARRATIVE APPROACHES

In Hackney for Daryll and Marcus a programme of workshops was delivered with an increasingly familiar group of boys at the Petchey Academy School. The initial workshops were designed to get the group to reflect on their own values and what is important to them. This gave the coaches the opportunity to start to build up a relationship with the boys before Daryll shared his own story.

As the teacher responsible for the programme says:

*“It’s very little to do with football, actually. They’ve delivered workshops on life...where they get the kids to talk about stuff. It’s been really interesting, because the kids have sat there and have really opened up. Daryll and Marcus really connect with the kids and they really got them listening. They’ve given motivational talks to them. Daryll came in and talked about his past and what he’s doing now. That was really, really beneficial... They’ve done about drugs and knife crime... The kids have been very positive about it. They’re always asking ‘is Daryll coming? Is Marcus coming?’ I think they like that, they like talking to them, they’re very positive about those two. They’ve formed very good relationships with those two...Kids have fed back that they really like all this range of experiences.”*

– Andrew Robinson, Petchey Academy School

Daryll and Marcus helped to research and develop the materials focused on drugs and knife crime themselves along with two other young Arsenal coaches as part of the Safer Neighbourhoods Annual Challenge.

*“Basically, it’s trying to get the message across to them – choose your life, you don’t have to follow us. So, we try to get across to them choose your own life, there’s always good paths out there. Try and learn from my mistake, don’t make the mistake before you have to learn from it. We try and give them a little insight into law and crime. I’m not much older than them; I’m only 20 years old... so try to interact with them, build a relationship with them, so that they trust us. Once you trust someone, you start to listen to them a lot more... try and give them an opportunity with Arsenal. A lot of the kids from Kickz become volunteers and become part-time coaches.”*

– Daryll

The materials themselves were quite simple but appeared to capture the imagination of the boys in the group because of the broader context in which they were delivered. The boys had previously taken part in sessions to assess their own personal values and had also heard Daryll talk about his own experiences of getting into trouble and ending up in Feltham Young Offenders Institution (YOI). The pre-existing relationship he had with the group meant that they were willing to listen to him and seemed to give credence to what he was telling them. He was also able to back up what he said with examples from either his own life or those of his friends, using situations that were familiar to many of those in the group.

- 4.1 Delivery Models
  - 4.2 Delivery Styles
  - 4.3 Examples of Practice
  - 4.4 Onward Development and Replicability
- 

In addition, the boys' pre-existing relationship with Daryll meant that they were willing to ask questions which obviously related to situations they had found themselves in. It is hard to imagine that a police officer or a teacher using the same materials would have had such a positive and productive response.

### 4.1.2 THEMATIC APPROACHES

EitC delivered Choices through a combination of formal and informal workshops with separate course materials based around each of the following themes:

- Alcohol
- Substance misuse
- Anti-bullying

The formal sessions could be delivered at a variety of venues such as schools, youth centres and YOIs on a partnership basis where participants are required to attend. The rationale for these sessions and the work in YOIs in particular is to initiate and build up relationships with young people and then to follow this up following release. Paul West, EitC worker, notes it is often just boredom or fairly trivial issues (e.g. not keeping to conditions of their 'tag') that leads to re-offending.

The informal workshops were delivered at community centres and other venues where young people attend on a voluntary basis and the key to success is to ensure that the sessions are fun, so the use of props and games was imperative to engaging young people whilst delivering relevant messages. In these sessions the focus was not just about the health and physical implications of alcohol, for example, but on the wider consequences and more immediate dangers of being drunk whilst out, such as the danger of crossing a road or getting into fights due to increased anger when under the influence of alcohol. The alcohol workshops also focused on sexual health related issues for young women as experience has shown that young women can engage in early sexual activity or experience sexual abuse whilst under the influence of alcohol.

Materials for the sessions were also developed in such a way as to not be limited to delivery at football focused events but also other youth activities where there were opportunities to engage with different groups of young people. Similarly the content for the workshops in YOI settings were designed to be able to respond to the needs of the individuals the coaches are working with. Anthony Harden commented that the reason why the workshops in secure units were engaging so well with young people was partly because EitC staff asked the young people what type of issues were relevant to them and about any problems they were experiencing. This then enabled the coaches to tailor the sessions to the specific issues highlighted by young people in custody or to themes that have general currency. For example it was interesting to note that the anti-bullying session was not delivered because young people in custody had raised this as an issue but because it was National Anti-Bullying Week. Indeed, at the start of the session none of the young people, when asked by EitC, felt that they had engaged in bullying behaviour. However by the end of the session most of the participants began to realise that at times their behaviour and actions could be construed as bullying, even though at the time they had not recognised it as such.

4.1	Delivery Models
4.2	Delivery Styles
4.3	Examples of Practice
4.4	Onward Development and Replicability

---

### 4.1.3 CONTENT-LED APPROACHES

Wolves Community Trust used their Choices funding to produce an interactive DVD and work booklet as a basis for their workshops and related activities. For the Kickz co-ordinator Jen Mildenhall, it was felt that the sort of activities included in the Train the Trainer session were not necessarily the most appropriate for the young people Jenny envisaged would participate:

*“Many of our kids here are too savvy for that sort of stuff. It’s too basic for our kids who are 18/19 year olds, some of whom are gang members... If I tell them to put beer goggles on and juggle some balls in the air they’d just tell me to piss off... We wanted something a bit different, a bit more sustainable than basic [drug & alcohol] workshops and something we felt would deal with those young people who had more complex issues.”*

She drew inspiration from a DVD on anti-terrorism entitled ‘Act Now’ that WCT had co-delivered a year earlier in conjunction with West Midlands Police. It was felt the interactive role-play activities it generated had much more of an impact than a quiz style format and helped them retain information and generate meaningful discussion. So it was decided to produce a short DVD and work booklet, focusing on drug & alcohol issues, to be delivered by WCT in conjunction with West Midlands Police, with participant involvement comprising young people attending Kickz projects.

The actual storyboard was to be guided by consultation with young people based on issues identified by a range of partner agencies. The DVD would be shown on a scene by scene basis, and paused at a number of pre-determined points where facilitators could initiate discussion with participants around the issues addressed by each of the five scenes that were designed to demonstrate life-like scenarios seen from different perspectives. Participants were also to take on a peer education / information dissemination role as they relayed their own experiences and knowledge and discuss the different choices open to them. After this discussion participants were to be given a brief appraisal of appropriate support services in Wolverhampton which could be useful to either themselves or family members.

Gazebo, a local performing arts company with a long established record of theatre based education were commissioned to produce the DVD after Jen and the local beat Sergeant PC Chris Harrison had drafted an outline basic working script in consultation with young people. This was then further adapted and developed based on comments from young people who were members of the local Youth Forum, and presented to Gazebo who fine-tuned it by re-writing sections and through improvised dialogue amongst the actors themselves. Whilst serious consideration was given to whether young people at Kickz could take on some of the acting roles in the DVD, in the end, Gazebo used its own ‘in-house’ actors and freelance actors, with varied life experiences that they had access to. As Gazebo’s Strategic Director pointed out:

*“It was really important for us to use professional actors for the key roles so that the final product needed to be realistic and so we used real Police uniforms and Officers to make it look as authentic as possible – these things are really important.”*

- 4.1 Delivery Models
  - 4.2 Delivery Styles
  - 4.3 Examples of Practice
  - 4.4 Onward Development and Replicability
- 

This point was reinforced by Jen, who stressed that:

*"If young people watching the DVD potentially saw other young people they knew or recognised in the key roles we think this would have reduced the impact of the DVD and may have made it less realistic for young people watching it ... I don't think Craig would have been as credible a character for viewers if it had been someone they knew."*

Furthermore, the involvement of Kickz participants might also have presented WCT with a plethora of complex and time consuming safeguarding issues. A 'compromise' approach was therefore adopted which utilised a number of local young people as 'extras' in the DVD. This provided a degree of authenticity that was reinforced by the fact that the production was filmed locally using recognisable venues and areas.

Even when using the professional actors the time pressures meant there was not time for Jen and Chris to properly review the final draft prior to the DVD being produced. Whilst Gazebo had communicated key ideas and progress on a regular basis and had also maintained dialogue with young people to gain their input with regard to the realism of the production, ultimately WCT and the Police only had 24 hours to suggest minor amendments.

The first 'trial' screening of the DVD was delivered on 12th June at the WCT offices at Wolverhampton Wanderers' Molineux Stadium and the intention is to deliver sessions in a variety of settings, including schools, community centres and other community venues. The initial school delivery was set to commence in September 2012 and additional funding of £8,000 has also been secured from all 8 MASTs from across Wolverhampton to ensure delivery to targeted groups of young people via referral process.

The sessions themselves comprise the following 'core' elements:

- Educational DVD
- Participant Work Booklet

These are supported by a follow on package of activities, linked to the DVD, which can be used on a flexible or 'pick & mix' basis by different delivery agents and include:

- Police Station (Custody Suite) Visit
- WWFC First Team Training Ground Visit where participants learn about drug testing procedures within the football environment and workplace setting.

The DVD workshop session was designed to last approximately one and a half hours with the size of the group dependent on the type of participants being delivered to.

There could be 20–25 participants for a group of young people selected from Kickz projects or school pupils but possibly a smaller group of 10–12 participants who were known to have problematic issues and/or had been referred to Choices by a service such as the YOT. WCT have identified 1,000 young people who could potentially access the DVD and are confident they will be able to attract the 250 participants

- 4.1 Delivery Models
  - 4.2 Delivery Styles
  - 4.3 Examples of Practice
  - 4.4 Onward Development and Replicability
- 

required as part of the delivery contract. From their perspective the more challenging issue will be how to manage additional demand for the service.

The second part of the session comprised options for up to two visits to Wolverhampton Wanderers Football Club's Training Ground and/or a Police Station Custody Suite. The first of these would include a brief talk from the Head Physiotherapist at the training ground on how performance is affected by different drugs; how long different drugs remained in the body; and an overview on the FA dope testing facilities and process. Chris would then lead a brief discussion with participants around how this translates into everyday life testing procedures in other workplace situations and the potential consequences. The visit to a Police Station Custody Suite would provide young people with an understanding of what happens when an individual is arrested on a drugs related charge.

These external 'visits' are an added 'incentive' to attend the workshops and act as a 'carrot' in much the same way as the football coaching sessions do in regard to the Choices sessions that EitC deliver in custodial and other settings. The visit to the Training Ground would be appealing to many young people as it is closed to the public in normal circumstances and there is a likelihood of visitors getting the chance to see some of the First Team or Academy players whilst there. The football club had agreed that players and staff at the Training Ground would be able to chat to the Choices participants and the young people would be allowed to take photographs if they wished.

## 4.2 DELIVERY STYLES

One of the most consistent and critical themes to have emerged from the evaluation relates to the need for delivery agencies and staff to have credibility in the eyes of the participants. Clearly, part of this was wrapped up with the programme design in terms of the involvement of professional football clubs. As Anthony Harden, one of the Everton coaches on the Choices programme argues, young people would engage right from the start because they "look up to the Everton FC badge on the uniforms staff wear".

He said that the rationale behind the initiative – to use the power of the badge as a 'marketing tool' to engage with young people – was so effective because it recognised that disengaged young people generally want to be associated with this type of brand, in stark contrast to their feelings towards other external support agencies. Indeed one of the participants reported that he felt "proud wearing the Everton tracksuit" he was given when he started at EitC and chooses to wear it whenever he goes to sessions, even though there is no obligation on him to do so.

However, it is critical to recognise that the brand is not sufficient on its own. As we have suggested previously the personal qualities and approach of the delivery staff is also critical in terms of building rapport, trust and relationships. When asked to identify what he thought made the Choices programme successful, the teacher from Petchey Academy replied:

*"Number one, they're from Arsenal and they've got the kit. Number two; I think it's their age and they're from the local area or from similar backgrounds. The language they use, the boys can relate to. I think it's quite important the language they use, some of the words they use... just the way they put things across, they can communicate some ideas better. I think the boys have a bit more respect for them in a certain way because*

- 4.1 Delivery Models
  - 4.2 Delivery Styles
  - 4.3 Examples of Practice
  - 4.4 Onward Development and Replicability
- 

*they can relate to them more. They're good guys... and I think their honesty and integrity comes across to the kids. It's good, because we don't always necessarily have those type of people in education, we have some, but... those two, because they're so young... they can work on it from a different angle."*

"Because of my age, my attitudes and how I talk, I'm not too different to them. But once I tell my story, that I've been to jail, I feel like they respect me a little bit more. They understand. If I'm telling them about law and crime and I ain't been through nothing myself, they'll be like 'what do you know?' But when I tell my story and they know I've been through it, they ask a lot of questions... if a police officer went in (and did the same thing), it's going to be silent. They're not going to get questions... If we get a class of 10 and one person comes up to you for help, that's it. We've done our job."

– Daryll

*"I'm not too far off their age groups, so they're saying, alright, it's almost as if yesterday he was living it, so they can relate to it. The words we're using as well, we're still up-to-date with their words, so...we haven't lost them in the sense that 'he's not cool', we haven't lost them yet because we've still got the same lingo, the same swag as they would like to put it. I know all the areas. I would say to you, I grew up on Elthorne estate; the minute I start that conversation with the kids, you can hear some of them mimic back 'what, busy block?', cos an estate won't be called what it's called. Then they, on their own, will go 'some guy came in and had a chat with us, he's from Elthorne estate'...they will do their own little street research and they'll hear 'Marcus, Marcus – he used to be heavily involved; he works at Arsenal now", so now they can account for every word I've said. I'm saying it because it's the truth. It's almost like a CRB check – their road CRB. So, the next meeting you see them, they'll sit there and respect it more."*

– Marcus

This inversion of the lines of authority in terms of access to young people was particularly interesting in the context of the Choices programme where there was a need for some flexibility on the part of the host organisations to enable coaches with biographies like Marcus's and Daryll's to deliver the workshops. In many schools Daryll's criminal record would ordinarily prevent him from speaking at the school and interacting with the young people on the basis of more conventional checks and safeguarding restrictions. But based on our observations, these young men provided a powerful and effective way of communicating what can be difficult messages to get across.

This 'respect' is rarely delivered on a plate though and certainly not just because of the football club badge, as John Keyes the lead coach at Arsenal learnt the hard way:

*"The kids are a pain in the arse sometimes. Some of the areas are not nice. I've had a firework let off at me from about 10 yards away when we first got there...a lot of the kids thought I was a policeman when we first got there and it was very difficult for about six months. Then I defended two of the boys in court and they got off... I was like a hero on the estate. Then they accepted me as one of their own, I was willing to help people. The barriers to the work are whatever you let them be."*

– John Keyes

- 4.1 Delivery Models
  - 4.2 Delivery Styles
  - 4.3 Examples of Practice
  - 4.4 Onward Development and Replicability
- 

Common to all of the staff we have encountered, was a willingness to go above and beyond what might normally be expected of them in order to help secure the best outcomes for young people. In each of the sessions we observed, staff stayed behind and were willing to answer questions, either about what has happened to them, what it is like to be in prison or about a situation that has arisen in that individual young person's life. As one of the Arsenal project partners put it, *"That's so normal there, that they don't even know it's unusual."*

This translates into the need to be more than just a trained football coach, sticking to a rigid programme as this would not work effectively with the diverse range of young people the clubs are trying to engage with. It is about recognising and responding to the needs of the individuals the clubs are working with which includes a wide spectrum from 'ordinary' school pupils through to young people who have been involved in violent criminal activities. Indeed one of the attractions of the Choices model was that there was a general recognition that sessions did not have a set format and did not need to involve a formal workshop session or indeed a sports activity. In some cases this allowed 'novel' settings for delivery to be used effectively such as a boat at Albert Dock in Liverpool city centre. This not only captured the interest of young people but also allowed their engagement to be maintained during the session by ensuring it was fun and unusual.

It was also notable that coaches often carried an 'easiness' that enabled them to relate to young people whilst not being fazed by a need for flexibility in challenging circumstances. For example when EitC were delivering at Hindley YOI they were informed at the point of delivery that there was a maximum of one hour for the session due to prison timetables; they had to deliver in a sports hall with very poor acoustics; and there was little support from prison staff to try and settle participants down. All these factors made delivery of the workshop session tougher than anticipated but the coaches showed no outward signs of stress or being 'put out' and delivered an excellent session that was well received by the young people. This was confirmed when the prison staff later commented that this was *"as good as it ever got"* in terms of prisoners sitting for a prolonged period and both listening and engaging.

As the 'Train the Trainer' facilitator argued:

*"What's proven... about what makes a good worker, it's about being open, being a good listener, being positive, being supportive, and being caring. That's much more important as a worker than actually knowing your stuff around drugs and alcohol. It's about the qualities of you as a worker... it again comes back to your relationship with that young person... I think trust is the big one. It's building a rapport with the young person is the main one. Hopefully for a lot of these coaches they already have that rapport there. A lot of it is about making the young person feel comfortable enough that they can disclose what they're up to. That's the biggest hurdle...and that takes time."*

This was understood by the clubs and reflected in their recruitment policies. Whilst the clubs all have a history of recruiting from amongst their participants there is awareness that not everyone will make the grade. There was a consistent sense of the need to recruit people that care, will go the extra mile and who share the ethos of the organisation.

- 4.1 Delivery Models
  - 4.2 Delivery Styles
  - 4.3 Examples of Practice
  - 4.4 Onward Development and Replicability
- 

In Wolverhampton, these same principles have enabled a more direct engagement by support partners, including the police, although interestingly the football club appears to take on a critical role in mediating this relationship. Whilst the Head Coach, Francis Kemoy, comments that Kickz is seen by young people as distinct from teachers or the Police, the programme also helps to break down barriers:

*“They [young people] don’t really like their teachers so they don’t interact with teachers in school and it’s the same with the Police but here at Kickz it’s different ‘cos we understand the kids better and we open our doors to listen more and because we have a good relationship with the Police even before Choices started then Choices can build on that work and continue this dialogue with the Police.”*

At the same time, much as we have seen with the characteristics of the coaching staff themselves, one of the reasons why the police have managed to become involved in a context where many participants are ‘naturally’ suspicious is due to the personalities of the officers involved. Police officers do not just turn up at sessions on an ad hoc basis. The same few Officers go out of their way to have a consistent presence and spend time building up relationships with the young people. In this way the input from the police has developed organically building on the inherent trust that participants appear to have in WCT. From their perspective the participants are prepared to give police officers the benefit of the doubt given the relationship with WCT, although this trust is always ‘on license’ and requires those police officers who get involved to share the approach of the football coaches.

Chris Harrison recognises this point and that collaborative projects like Choices are the only route the police have to engage with young people:

*“I know that the young people are fine engaging with me on these sessions but there is not a chance in hell of me being able to deliver something like Choices as a Police Officer if I’d not spent a lot of time and energy building up the relationship with the kids at Kickz first.”*

– PC Chris Harrison, West Midlands Police

There is no hidden agenda here. He wants young people to realise that the police can also undertake a sign-posting role to support organisations and wants to convey a strong message that part of the policing role if someone commits a drugs offence or drug related crime is to help get them into treatment and that they can fast track that initial appointment. He says that:

*“We at the Police need to promote this message better and more effectively to young people as we are very good at fast-tracking people into support agencies but they don’t necessarily realise this.”*



4.1	Delivery Models
4.2	Delivery Styles
4.3	Examples of Practice
4.4	Onward Development and Replicability

---

## 4.3 EXAMPLES OF PRACTICE

### 4.3.1 HACKNEY

#### 4.3.1.1 PETCHEY ACADEMY SCHOOL ACTIVE CHOICES SESSION

Delivered in January 2012 this session was delivered for 16 Year 10 boys and took place in the drama hall at Petchey Academy School in Hackney, which is set out like a theatre. Daryll, one of the coaches from Arsenal who had previously led sessions at the school, was leading it with a teaching assistant present. In previous weeks, the boys had taken part in sessions to assess their own personal values and had also heard Daryll talk about his own experiences of getting into trouble and ending up in Feltham YO1.

Daryll handed out a Crime Knowledge Quiz to the boys and explained that the idea was to think more about some of the things that happen around them and what kind of trouble they could potentially get themselves into. The quiz contained 10 questions with multiple choice answers, on different aspects of crime and drugs. At the bottom of the quiz sheet a statement in large letters reads 'Make Your Choice'. The boys had a few minutes to go through the questions in pairs or small groups and engaged with the activity straight away. There was quite a lot of chatter going which, from what we observed, was almost all about the subject matter in hand.

Daryll then went through the questions one by one, asking the boys to put their hands up if they agreed with a particular answer option. The questions focused on the volume of crime, propensity to be a victim, what is most likely to be stolen, the number of CCTV cameras, classification of drugs, the sentences associated with different crimes and levels of re-offending. These were themes the young people could relate to and at each stage the young people were willing to draw connections to their own experiences such as theft of mobile phones or to listen to Daryll's own insights into aspects such as the factors contributing to the severity of a sentence or likelihood of re-offending.

Avoiding the temptation to glamorize his life experience or to present a story of redemption Daryll went on to talk about the mistakes he has made in his own life and that, even though he is now lucky enough to work for Arsenal, he still has restrictions placed on him and cannot run some sessions he would like because of them. He talked about the massive and sometimes lifelong consequences that making one mistake can have and about how, ultimately this comes down to the individual choices we make. When asked direct questions by boys who wanted to know if you can lose your home if you go to prison and what happens if you take the rap for someone else Daryll was able to tell them that he knows people who have faced these situations and who now regret it.

Next, Daryll handed out a sheet headed 'Anti-Crime Week', with pictures of four different kinds of drugs on it and a list of potential penalties. The boys had to match the penalty to the drug. Clearly informed by the boys own personal calculations of risk this prompted some discussion as to what is meant by "intent to supply" and led to detailed questions about whether it is being carried for personal use or if someone comes to you and asks you to sell them some of what you have got or what the penalty for being stopped with small amounts is.

- 4.1 Delivery Models
  - 4.2 Delivery Styles
  - 4.3 Examples of Practice
  - 4.4 Onward Development and Replicability
- 

Daryll kept referring them back to the potential penalties and how it is up to them to make their own personal choices, but that they need to consider the consequences of their actions whilst providing real examples that seemed to hit home with the boys. He mentioned that even a caution on your record can stop you from going to America, as it makes it a lot harder to get a visa. The boys asked Daryll if he can go to the States and he explained that he has to wait five years from when he committed his crime before he can apply<sup>3</sup>. Daryll also told the boys about his friend who had been cautioned for possession of cannabis and wanted to go to Miami but had his visa application rejected. He then went on to point out that if you have firearms charges on your record, you will never be able to go to America.

This shift in the terms of debate had a clear impact on the boys' levels of interest and at this point there were lots of boys putting their hands up and asking a whole range of questions, from the general to the very specific. They were increasingly receptive, unself-conscious and open about the gaps in their own knowledge. Almost inevitably Daryll was eventually asked about whether he had ever taken drugs himself. He replied, "No, I've never tried and I've never smoked; because I was always interested in football."

Having moved the discussion on to how hard it is to get a job if you have a criminal record one of the boys asked about how he had managed to get a job. He replied by saying that he had actually messed up his chances of a career as a professional footballer when he chose to pick up a knife and use it and that decision has continued to affect his life ever since. He went on to say that it is possible to rectify your own situation, but that it is better not to have made the bad choice in the first place. He tried to relate this to the boys lives and emphasised how there are a whole host of little things they have to think about on a daily basis, particularly in terms of who they hang around with.

At the end of the session, as the boys were supposed to be moving on to their next lesson, several of them come up to Daryll to ask him questions about situations that had happened to them. There was also one boy who had not been to an Engaging Boys session before, who just asked Daryll "what did you do?"

The pre-existing relationship he had with the group meant that they were willing to listen to him and seemed to give credence to what he was telling them. He was also able to back up what he said with examples from either his own life or those of his friends, using situations that were familiar to many of those in the group. In addition, the boys' pre-existing relationship with Daryll meant that they were willing to ask questions which obviously related to situations they had found themselves in. It is hard to imagine that a police officer or a teacher using the same materials would have had such a positive and productive response.

---

<sup>3</sup>This is because he was convicted as a juvenile. The restriction for an adult is eight years.

4.1	Delivery Models
4.2	Delivery Styles
4.3	Examples of Practice
4.4	Onward Development and Replicability

---

### 4.3.2 NORTH LIVERPOOL

#### 4.3.2.1 HMYOI HINDLEY ALCOHOL AND DRUGS SESSION

HMP and YOI Hindley is located in Wigan, Lancashire and opened in 1961 becoming a youth custody centre in 1983. In April 2009 Hindley became a dedicated centre for offenders under the age of 18 and is now the largest secure establishment for under 18s in the country and one of the largest in Europe.

It accepts young people (15–18) who are on remand or sentenced and young people. It is a combined establishment with a regime that endeavours to provide positive opportunities for young people to gain qualifications and to address offending behaviour, whilst aiding them to reintegrate into society on their release. Regime provision includes learning and skills, workshop places including construction skills and physical education.

In support of this approach EitC had previously been to Hindley to undertake an anti-bullying workshop during anti-bullying week prior to the launch of the Choices work. In April 2012 the staff returned to deliver a drug and alcohol workshop led by Paul West and three EitC coaches. The session was with 17 young men who were part of the 'Gym Studies' group at the prison. When young people come to the YOI they are legally obliged to undertake a minimum level of statutory education. However, the less academically able can apply for 'Gym Studies', which means their educational day is split 50:50 between education and gym work. Staff described the 'Gym Group' as the 'worst' young people and suggested they are the 'bullies and the troublemakers' and felt that if they had had more notice they could have selected from a broader spectrum of young people or, if they are to work with the 'Gym Group' that it would be better to work intensively with them over a few days covering a variety of topics.

Whilst the prison manager pointed out that it would be better for subsequent workshops if they could select a group of young men to fit the theme i.e. those who had drug or bullying issues, this was not possible on this occasion, as the workshop had been arranged at very short notice due to the funding agreements relating to the Choices programme. Nevertheless other staff also stressed the potential benefits of replicating the sessions in different secure units as Hindley is for young people who have committed serious offences including manslaughter, street robbery, gang affiliated crime and offences involving a high degree of violence rather than minor drug offences.

Given the profile of participants it might not have been helpful that, although the session had been scheduled for 1.5 hours, when we arrived we were informed by staff that the maximum time available was one hour as young people had to be back on the wing by that time. It was therefore decided that instead of doing a one hour workshop followed by half an hour's football training that they would deliver a 40 minute workshop and twenty minutes of mini tournament football as there was not enough time to run a proper training session.

The Manager, Steve Cullin, gave a short briefing to inmates in the group prior to the start of the session. However, this did not really focus on why EitC were doing the session, but was more concerned with enforcing discipline with the prison manager telling the young men to "behave themselves and participate and then you'll be able to have a good football session afterwards", but also that if they did not they would

- 4.1 Delivery Models
  - 4.2 Delivery Styles
  - 4.3 Examples of Practice
  - 4.4 Onward Development and Replicability
- 

lose privileges. Steve Cullin left the session at this point but the three other prison staff remained for the duration of the session.

The venue was far from ideal for a workshop. It was an old, large, cold gym with very poor acoustics which made it difficult to hear what Paul West was saying. The prison staff had also laid out three gym benches side by side in a long line for the inmates to sit on which made it more difficult for those not in the central positions to hear what was being said and to establish any group dynamic. However, the participants were still split into three groups and did the Drug Classification exercise – matching each drug from a list with the corresponding picture and to its classification of A, B or C.

Despite the difficulties Paul did try and give some basic harm reduction messages and to engage in discussion. This did prompt interest and dialogue from a few participants, for example, when Paul explained how to limit toxic intake when smoking a cannabis joint and the dangers for inmates of mixing drugs when they are released and their tolerance has been reduced. The second exercise was more 'fun' and easier to secure participant engagement with. Inmates wore 'beer goggles' and were invited to dribble a football through a course of cones and given the opportunity to try to score a goal. As each of them made their attempt to score, the other participants stood close and watched. There seemed relief from both participants and staff that the 'formal' part of the session had been completed and they were then split into three groups for a mini football tournament in the limited time remaining. Paul played in one team to even up the numbers and the session ran without any problems despite the limited playing time available.

The prison officers present felt it was positive for the unit to develop good links with external agencies and that it was a great benefit for an organisation like EitC to deliver a session like this as it was better received than if internal prison staff delivered it. "If you're gonna target these gym lads then you definitely need something like EitC to do it if it is to be worthwhile." They also supported the use of football as an incentive for engaging with the more formal workshop:

*"Yes, the stick and carrot approach was critical... especially with these lads it was very important. One thing we all learn quickly in here is that you need to get the classroom bit over and done with first or else they will switch off... It certainly wouldn't have worked if it had not had the footie after as an incentive... Any sort of teaching activity with these young men is very difficult indeed... that was very good for these... the majority were taking part in the drug quiz, normally if you go to education classes then it's like a zoo... I mean just to get them all sat there reasonably settled and not moving about well that's an achievement with them."*

Whilst the prison manager Steve Cullin argued that "The kids just seem to stand up and listen more than if I or my staff delivered it – we could do just as good content but it's the brand, the badge that has a much more positive impact" it was also clear that the EitC staff required a wider range of skills. One of the prison staff felt Paul West also did well to introduce the session and lay the 'ground' by saying explicitly at the start 'let's do a quick session around drugs and alcohol and then we can move on and have some fun playing some footie'. He felt this was pitched at the right level and made it simple and easy for the lads to grasp that they needed to participate in the former if they were to be 'treated' with the latter, but it was done in a non-patronising, jokey way that laid out clear expectations for the next hour. As Steve himself confirmed:

- 4.1 Delivery Models
  - 4.2 Delivery Styles
  - 4.3 Examples of Practice
  - 4.4 Onward Development and Replicability
- 

*“Yeah it was just right – it was short, sharp and to the point, which is just what it needed to be... anything in a classroom session just would not work as anything where someone is talking for more than about 20 minutes means that some of them will just switch off”*

## PARTICIPANT FEEDBACK

---

Shaquille Chivan, aged 17, is a talented footballer who was very keen to be involved in the session, even though he has no affiliation to Everton.

*“It’s more fun [than the sessions led by the prison staff]... Yeah I was definitely happy about doing it... We were only told about it an hour or so beforehand but I was quite looking forward to it... I was quite shocked if you know what I mean as I didn’t think anyone from Everton would ever be bothered to come in here so yeah it was a bit of a shock but I was happy about it... I was dead happy that people from the Club are willing to come in teach us – and it’s even more better that it’s a professional club like... I would love there to be a regular football team here as I got selected for Manchester City Academy when I was about 10 or 11 but then I got into the wrong things and stopped going but I know I’m good at football... Football sessions always help me feel calmer and more relaxed and I can feel the benefit even now of just doing that little session then.”*

He explained that he thinks he will have to give up the idea of playing football with an academy again due to his criminal record but thinks he might pursue boxing when he is released as he feels it is good for him to release aggression through sport. Had the session been longer or if EitC were able to return to work with the group these are the sorts of personal development issues that might be addressed.

Connor already had a high regard for EitC as he had previously been involved in the Kickz project and was similarly keen to be involved.

*“Yeah everyone was keen to do the session this morning when we heard that it was Everton this morning – yeah I would have definitely done it even if I’d had the choice of whether to or not”. He also felt the session was much better with EitC than if the prison staff had delivered it and that “there was much less messing around with the coaches running it... [which] was a case of respect really I think ... it was like the coaches looked like they had more respect for us like”.*

He was though unsure whether he would attend a similar workshop if made available after he is released but still enjoyed elements. *“That bit with the beer goggles on, yeah I enjoyed that, it was a laugh ... and the drugs quiz was good ‘cos it was quick and easy which was good as there was not too much paper work, you know what I mean, writing and stuff ... not having to write stuff down all the time, that’s important to us – I hate it – it’s like being back in school ‘n things”* but he also stressed that *“if it was just doing the workshop then I don’t think many people would have done it properly if it hadn’t of been for the footie thing after – they would have just messed about more [in the workshop] but they didn’t ‘cos they didn’t want to miss the football”.*

- 4.1 Delivery Models
  - 4.2 Delivery Styles
  - 4.3 Examples of Practice
  - 4.4 Onward Development and Replicability
- 

Like Shaquille he was also keen on the idea of having a more regular football team and matches between the wings but also felt this would be even more appealing to young people if it was organised and run by EitC.

Josh has been at Hindley for 4/5 months and commented that the session *“was good, I liked it me ... it was probably the best thing that happened to me in here... I didn't [mess about] 'cos I found it useful and interesting and also I didn't want to miss the football at the end”*. He re-emphasised the importance of mutual respect stating that *“We don't often get people coming in here to do things and so I wanted to show them respect and I feel that they then gave me respect back... When I engaged with them they engaged back with me so it was a good response.... I mean we talked about the drugs stuff but we also had a good banter”*.

Unlike the others he didn't feel it would make that much difference whether it was EitC or anyone else that delivered the session but recognised that some of the other young people did get very excited about it being Everton staff that were delivering the session *“especially the one's when that's their team”*. He commented it was a good combination of *“fun and fitness really, that's what made it good for me”*. He felt the beer goggles exercise was the 'best bit' and really hit home to him about how your perceptions change under the influence of alcohol.

He says he would definitely like to do more sessions like this on different topics as he really enjoyed it – *“Yeah I would come every time without fail if I could and engage with them all the time... Thinking about it yeah I would like a range of sessions, you mean other things like domestic violence, yeah I'd like stuff on that.”*

### 4.3.2.2 EXTRA TIME ALCOHOL SESSION

Delivered from EitC's Extra Time offices at the Football Club's stadium, Goodison Park, this was an alcohol awareness session delivered to eight young women who were all white and aged 16–18. The session structure was guided by the Choices Train the Trainer course that Paul had attended and which we discussed in section 3.2.2. He selected some of the short, more interactive sessions as he felt this would work better with the girls group. He wanted the session to be informative but mostly, fun, and felt that if it was too factual then they might switch off. This perspective was also influenced by a 'trial' session he had delivered at Millwall FC the previous week that had gone smoothly.

The session involved girls from across the city of Liverpool who were enrolled on the Level 3 BTEC National Diploma in Sport delivered by EitC and run at the sixth form of St Julie's Catholic High School, Woolton. The course commenced in September 2011 and the Course Leader was Rachel Brown (who is the Everton Ladies and England goalkeeper) who also attended the Choices workshop. At the start, Paul introduced himself and gave an overview of the session. The participants then introduced themselves and were split into three groups with each group having to think of an appropriate name with alcohol related connotations. In order to create some competitive tension it was also explained that points would be allocated to groups following each session and the group with the most points would be the 'winners'. There were joint winners of the first session – The Beer Monsters and Cream Crackered!

- 4.1 Delivery Models
  - 4.2 Delivery Styles
  - 4.3 Examples of Practice
  - 4.4 Onward Development and Replicability
- 

The groups then completed a true or false alcohol quiz comprising 30 questions coming together to discuss their responses and with participants 'marking' each other's answers. Good discussion flowed during this period with the young women seemingly engaged and genuinely interested. The groups were then given cards with various statements and had to decide if the statement was 'safe' or 'stupid'. Examples included 'leaving your drink and then coming back and drinking it' and 'getting a lift home from someone you have just met is OK as long as you think he is alright'. Each of the statements was then discussed in more detail as a group to explore the issues. The final session was the 'beer goggles' game with the groups being given six cups to stack in a pyramid shape. They initially completed the task with normal vision but were then asked to repeat the exercise wearing the 'beer goggles'. There was a 'competition' to see which group was able to complete the exercise successfully in the shortest time and this was followed by a group discussion on the issues associated with the 'blurring' of senses and perspective under the influence of alcohol.

The objective of the session had been to increase awareness and understanding of the effects and dangers of alcohol, not just in term of the immediate effects of feeling drunk but in terms of the longer term consequences and indirect dangers associated with sexual activity, violence or physical harm. It was clear from observation of the discussions that the young women had gained knowledge from the session in relation to such aspects as the number of alcoholic units in a drink and the safe levels of consumption across a week. All of the group felt they learnt something useful to take away with them despite the group being diverse in relation to different levels of alcohol use, including never leaving a drink unattended in case it got 'spiked' and they all felt the session would lead to behaviour change.

This was further supported by the fact that all the young women seemed genuinely engaged in the session, having fun and freely confessing a lack of knowledge in various areas. At times, such as during the 'Beer Goggles Game' they were laughing hysterically whilst fully interacting and showing good teamwork, helping team mates with verbal guidance. Despite the 'entertaining' nature of the exercise it was clear that this was no advertisement for drinking as the negative consequences and feelings were also apparent with comments such as "I feel sick trying to do this"; "Oh no I've got the shakes"; "this is horrible" being freely offered.

Paul felt the session had been very successful and that although it was only scheduled for 40 minutes in the end it ran to an hour. However he felt it had not 'dragged on' and this was an indication of how engaged the participants were and that they wanted to contribute and talk about things during the session. The young women we spoke to were also enthusiastic about what they learnt and how it was delivered. Overall it was an interesting, informative and engaging session, enhanced by the credibility that Paul had in his role as an EitC coach, which resonated with participants who were all keen footballers. The girls also made the point that they relished the slightly competitive nature of the session, which facilitated good banter about who got the most points. Furthermore, this was a common view which did not marginalise the 'less competitive' since all the young women got involved in the sessions and spoke out.

- 4.1 Delivery Models
  - 4.2 Delivery Styles
  - 4.3 Examples of Practice
  - 4.4 Onward Development and Replicability
- 

## PARTICIPANT FEEDBACK

---

*"Yeah it was good that it was not just all sitting down and ticking boxes and writing."*

*"What I liked is that the discussions brought out different experiences [in relation to alcohol] of different people and so it taught us all things we didn't know."*

*"It taught us new things... like I didn't know about the high calories and units in different drinks."*

*"It was just brilliant... there weren't no boring bits at all... it was all interactive and everyone got involved and went with the flow."*

*"[The Beer Goggles] made me feel sick and I still feel sick and dizzy now so it definitely worked."*

*Another participant suggested that the session should be delivered to a younger age group, possibly Year 8 "that would be good 'cos we never had that sort of information at that early age so we had to learn by our mistakes."*

### 4.3.3 WOLVERHAMPTON

#### 4.3.3.1 DVD WORKSHOP TRIAL SESSIONS

We observed two workshop sessions both of which took place at the Wolves Community Trust meeting room within the grounds of Wolverhampton Wanderers Football Club at the Molineux Stadium. Jen Mildenhall from WCT and PC Chris Harrison from West Midlands Police facilitated the sessions, with the Head Coach at WCT attending as an observer/assistant. The first session was delivered to a group of eight young men and two young women aged 16–19 years. Three of the participants were members of the Youth Forum that had been consulted in regard to the content of the DVD. The second session was delivered to six young men aged 15–20 years. Both groups were of mixed ethnicities but in contrast to the first group the second were all participants of the Kickz Project at Whitmore Reans whom the facilitators considered to be 'harder to engage young people' and who were more exposed to drug use in their day-to-day environments "and using drugs recreationally but on a fairly regular basis".

Both sessions commenced promptly at 10:00am and all the young people who had arrived on time were welcomed and introductions made. Two young men from the harder to reach group did not attend but later relayed to Jen that they had wanted to but had been called into school on the morning of the workshop and were required to attend a revision class. Participants were asked to draw up their own ground rules for the session by individually contributing a 'rule' which was written up on a flipchart to generate a list of around eight 'rules'. An overview of the day was given and the DVD was played, the purpose of which was to provide a visual tool to address drug and alcohol amongst young people and which they may also be exposed to within the home environment.



- 4.1 Delivery Models
  - 4.2 Delivery Styles
  - 4.3 Examples of Practice
  - 4.4 Onward Development and Replicability
- 

The DVD runs for approximately 25 minutes and has four key scenes followed by a 'fifth' scene with a 'choice' of two endings. Both are shown to illustrate how different choices made by the protagonist in the DVD can significantly influence the final outcome. A work booklet has also been produced to accompany the DVD which has a series of tasks for the viewers to consider at the end of each scene. The work booklet includes the Wolverhampton Wanderers Football Club, West Midlands Police, Kickz, Gazebo and Home Office logos on the front and back pages with a full page colour photograph and accompanying quote emphasising an abstinence message from Wayne Hennessey (Wolves first team goalkeeper) on the first page. The work booklet provides a snapshot of key summary notes outlining the content of each scene accompanied by a photographic image from the relevant scene along with a section entitled 'Your Task' which outlines the task participants need to perform in their smaller group discussions. The back page of the booklet provides a brief summary of, and contact details for, three relevant local agencies (Kickz, West Midlands Police and Wolverhampton SUBS) as well as the 'FRANK' national drugs support line number. This back page is currently being revised to expand the number of support agency details, with the intention that participants will take the work booklet home with them and have access to the details of these support agencies for future reference.

The DVD was viewed in a group setting, but it was paused at the end of each scene and participants were broken into two pre-selected teams to work on the relevant tasks highlighted in the accompanying work booklet. Jen and Chris facilitated the groups, which were then named Team Police and Team Wolves. Each of the five scenes were designed to demonstrate life-like scenarios seen from a different perspective with the aim of the facilitators being to provoke relevant discussion around the issues raised. It was also intended that participants would take on a peer education / information dissemination role as they relayed their own experiences and knowledge and discussed the different options during the smaller group discussions. "The young people will be learning from each other's experiences in an informal peer education role".

#### **SCENE 1:**

A black police officer gives an intelligence briefing to his team in regard to a young man in the local area – Craig Vine – who appears to be involved in suspicious behaviour, assumed to be drug dealing. There is also some background provided by the officer in regard to the young man's family circumstances – his father is a drug user and his mother an alcoholic and he has a seven-year-old younger sibling.

#### **TASK 1:**

Given the intelligence briefing they have watched, participants are required to deliver their tactics with regard to how they would address the behaviour they have witnessed.

#### **AIM 1:**

To get young people to undertake a 'role reversal' and place themselves in the situation of a police officer and assess how they would react to the situation. The aim of the session is to facilitate a better understanding of what the police options are in these types of situation.

- 4.1 Delivery Models
  - 4.2 Delivery Styles
  - 4.3 Examples of Practice
  - 4.4 Onward Development and Replicability
- 

### **SCENE 2:**

This scene focuses on Craig talking to his friends about a house party that is taking place later that evening. The audience learns that Craig is a promising footballer who is well respected by his friends. However, the scene also relays that Craig has a difficult home life and has a significant responsibility to care for his sister due to his mother and father both battling their respective alcohol and drug addictions, which creates an on-going tense and argumentative home environment. He agrees to attend the party after he has put his sister to bed that evening.

### **TASK 2:**

From what they now know about Craig's background, what could they do about the situation?

### **AIM 2:**

To ascertain if the police actions they suggested in the previous exercise were correct in light of the 'bigger picture' now made apparent. This exercise also helps inform discussion in relation to a range of support agencies in the local area and the degree to which participants are aware of any of these agencies

### **SCENE 3:**

After putting his sister to bed, Craig attends a party to escape the problems at home but it is apparent that he is conscious of the need to be 'on top' form as he is an Academy Player and has a big game the following day. However as he becomes more relaxed at the party, he drinks more alcohol as the night progresses and then goes to a bedroom with a girl he meets at the party and is seen taking cocaine.

### **TASK 3:**

Discuss the choices that are available to Craig while he is at the party.

### **AIM 3:**

To focus on the potential choices that Craig had and to stimulate a discussion in relation to factors that would influence his decision making processes.

### **SCENE 4:**

Craig is at the Academy and has been selected to take a random drug/alcohol test. He recollects the previous evening's events and recognises the likelihood of him failing the test. He is undecided about what to do and the implications of his choices.

### **TASK 4:**

What is your view of what Craig should discuss with his Team Coach?

### **AIM 4:**

To consider the implications of the choices that a young person in Craig's situation may make and to use this as a stimulus to broaden the discussion around the implications of drug use within the work place.

- 4.1 Delivery Models
  - 4.2 Delivery Styles
  - 4.3 Examples of Practice
  - 4.4 Onward Development and Replicability
- 

**SCENE 5 – OPTION 1:**

Craig does not disclose the context of his home life and the reasons why he has failed the drugs test. The Police are seen undertaking a drugs raid on the family home and the situation escalates.

**SCENE 5 – OPTION 2:**

Craig has disclosed his family issues and a relevant support mechanism is put in place and it is made apparent that, whilst the process is not an easy one, there are improvements in his family life once support has been sought.

**AIM 5:**

To establish that there are choices involved in decisions young people make and that these decisions have implications.

Teams were awarded points for their feedback after each section, with the winning team being the one with the most points. There was an element of friendly competition / banter which was encouraged by the facilitators. For future sessions the intention was that having completed the DVD exercise, participants would be given a brief appraisal of support services in Wolverhampton, but this did not take place on either of the trial sessions.

There was then a short break for lunch before participants were transported across the city to the Wolverhampton Wanderers FC Training Ground in the Wolves Community Trust minibus. The session at the training ground included a brief tour and overview of the various areas within the building and grounds including the press-room, boot room, the players' changing room (where they could see the individual protein drinks and charts for the players), the gymnasium, the treatment room and the football pitches. Participants were then given a brief talk by the Head of the Physiotherapy Department for the Academy, Jazz Sodhi, on the FA Doping Control Programme. He outlined the drug testing procedures within a professional football club setting and how this impacted on the daily lives of both Academy and First Team players.

Wolves FC had also given permission for WCT to use the Training Ground for a football coaching session with young people who visited. However, Jen had declined this offer due to time constraints as well as the fact that she felt a football session was not required as a 'carrot' to incentivise young people to attend as they were confident they would generate enough interest in the sessions without this. The final element of the itinerary was to be a visit to the Custody Suite at a local police station, but this did not occur on either of the trial sessions due to logistical difficulties.

- 4.1 Delivery Models
  - 4.2 Delivery Styles
  - 4.3 Examples of Practice
  - 4.4 Onward Development and Replicability
- 

### PARTICIPANT FEEDBACK

---

*"I know Jen and Chris well and was that that made me come on the course...I might have come on it anyway but it did more 'cos we knew them so well that made it so good and we could have a laugh and a joke while doing it...if this had been done somewhere else it would have been totally different – we know Jen and Chris and they're so easy to get along with...if it was a youth worker we didn't know it wouldn't have been as good I'm sure."*

*"Some of the lads who came on this course last week I know they support other teams but the fact that it's Wolves that is running these sessions still have an impact with them – I know it does."*

*"Cos it's got the Wolves name attached to it then it's something different and it's great to be able to come to Molineux here...it's more relaxed here too and you can have a joke with them but you're also able to be serious with them too."*

*"Yeah I've done similar workshop things like this at Mirage Youth Club but this is better 'cos it's more mature and we're all that bit older now...trouble is that when you're doing it at a youth club some of them are only 12 and 13 and too childish...and then at school we pay no attention but this is different and we pay more attention now as we know it's a serious issue in our lives"*

*"Never done anything like that before but I enjoyed it a lot and would like to do more, especially if there was one on sexual health."*

*"Yeah for me the best part was when we got split into two groups and had some good debates and there was a good 'banter' and it was great seeing different views and all that."*

*"The training ground visit was a little bonus anyway but I didn't go on the session just for that...I would have done it anyway even if it was just the workshop on its own."*

None of the participants had been compelled to attend the sessions and some had not even been at recent Kickz sessions but had been informed about the workshop through friends who had attended Kickz in the week prior to this event. This is despite the fact that none of the participants at either session were even aware of the training ground visit, so this was not an incentive which had encouraged them to attend.

The DVD workshop element of the programme took between 2 ½ hours [session 1] and 3 ¼ hours [session 2] to deliver and so it required experienced staff who could engage with, and retain the attention of, these types of young people for considerable time periods. One of the strengths of having staff who were familiar with the participants was that it enabled facilitators to recognise when participants may be losing interest and to remedy this in an effective manner. For example, during task three, Jen was aware that some participants were losing their concentration and so speeded things up by altering the session to comprise one large group discussion rather than breaking it down into smaller discussion groups, which generated a lively, yet condensed, session. Participants were then given a quick five minute break and felt refreshed enough to interact effectively for the final discussion before lunch.

- 4.1 Delivery Models
  - 4.2 Delivery Styles
  - 4.3 Examples of Practice
  - 4.4 Onward Development and Replicability
- 

It is doubtful whether these levels of engagement would be secured without the football club's involvement as many of those involved have a lack of engagement in formal educational settings in any case. Francis Kemoy commented that:

*"It just wouldn't work there [in schools] for them – they will engage here 'cos it's the right people delivering it and we have the status and can make it seem credible...this status comes from Wolves itself and our role in the community and this is instilled in the community over time and to the young people in that community".*

It was notable that it was not just the football players as 'stars' that provide the power of the brand of Wolves FC – but also the power of other staff associated with the Football Club. It was notable that the informal talk given by the Head of the Physiotherapy Department on dope testing seemed to resonate with participants. This was particularly the case for the Whitmore Reans group as Jazz disclosed that he had had a "tough upbringing" in the same area of the city and had also disengaged from school and got into trouble in his younger days. Sharing such a personal experience through his first-hand account he was able to relay how he has progressed to work for such a prestigious club.

More generally the Head Coach felt that the interactive nature of the session made it a good package as it enabled participants to formulate their own personal viewpoints, but also gave them the freedom to change their initial views across the course of the workshop discussions without losing face.

*"The DVD is just such a much more interactive way of learning in a relaxed environment which suits these sort of young people and it's good that it gives them a 'hypothetical' view of things from a Police and criminal justice perspective and seeing what happens without having to be in at the deep end... these kids aren't stupid are they? So, if you can get them to use their intellect more and it's good to make them think about things more and what will happen is that they will then relay this information to their friends on the estates and they will enjoy doing this...it's sort of like a feather in their caps that they can tell their mates things."*

What was also notable in regard to the success of the DVD was that it was undertaken by professional actors, and so had credibility, but also gained credence with the audience as they recognised some of the young people who took on the role as 'extras'. The participants seemed to relish the fact that they recognised some of the people taking on acting roles in the DVD – "yeah, I know some of the people in it there were two people from my school who were extras in the party scene and that was good". All of the young people commented that the DVD was very realistic and they felt it was a professional production, and some had noted the subtleties in relation to production techniques: "I liked how it was effective the way it changed from CCTV footage to the core film". Its credibility was further enhanced through the inclusion of a local rap band 'Broken Dialect' who were seen as cutting edge, respected and known by some audience members. The rap scene was one of the highlights of the DVD during both observation sessions and audience members of both groups commented positively on this, as well as the party scene where Craig's line as he leaves the room with a girl saying to his friends with a glint in his eye "If I'm not back in 10 minutes yeah, then get the Police alright!" raised laughs from viewers.

- 4.1 Delivery Models
  - 4.2 Delivery Styles
  - 4.3 Examples of Practice
  - 4.4 Onward Development and Replicability
- 

Whilst the harder hitting and funnier moments caught the viewers' imagination other scenes where Craig and his friends are talking on the steps and where Craig and his mum and sister are sitting talking on the sofa were seen as weaker and slightly soppy. PC Chris Harrison accepted that this final scene presented an idealistic version of events, but it was a crude way of getting the key message across to young people that getting support is one way that you can make things better.

The first Choices session ended with one team concluding that if they were Craig they would 'Admit' that they had taken drugs at the party and use this as a springboard to generate help for their family members (i.e. ending option 1) whilst the another team concluded that they would 'Deny' drug use and lie, possibly with an excuse that their drink was 'spiked' and the likely ending would be option 2 in the DVD. Hence for the second workshop delivery staff steered the groups so that each would choose a different option (Admit or Deny) as they felt that this generated a better discussion. However, there was a realisation that some group members may not agree with the consensus in their group or may change their opinion as the workshop discussion progressed and so at future sessions, Chris and Jen are amending the delivery so that participants can choose a group 'Deny' or 'Admit' and then they can choose to move between groups as their view changes in the course of the discussion.

The workshop also highlighted significant gaps in the young people's knowledge of local service provision. As PC Harrison commented on one scene:

*"the aim of this scene was to identify what young people actually know about service providers and we have to say we were somewhat alarmed to find out that it is 'not a lot really' ... so something is going wrong somewhere and certainly the marketing of these agencies is not very good at reaching these sort of young people".*

When prompted by facilitators, the only suggestions for potential sources of support from participants were a youth clubs or Kickz and only one young person in session 1 had heard of 'Base 24'. Nevertheless, there was undoubtedly some benefit in the ensuing discussion as Francis Kemoy comments:

*"in reality they may have similar lifestyles to that guy on the DVD and so we just want them to see that they can open up and talk to me or Jen about things that are going on in their lives at any time... what we're trying to do is just planting a seed in their head that they know we are here for that sort of thing too."*

It was also clear that the workshop had helped to break down barriers between participants and the police. In part this was down to the personal style of Chris who has a particularly good way of relating to the young people as evidenced when he commented on the contribution of a young man who had been somewhat suspicious of the police involvement: "yeah well thought out good idea I wouldn't have thought of that... You're really thinking like a Police Officer now" which the young man accepted as a compliment and appeared quite 'chuffed' for getting this type of praise.

This enabled the police to get over the message to young people that they can undertake a support role and do not just exist to arrest and prosecute and also to informally counteract some of myths and misinformation

4.1	Delivery Models
4.2	Delivery Styles
4.3	Examples of Practice
4.4	Onward Development and Replicability

---

that is perpetuated. For example one young man stated “I’ve heard that if you’ve got £60 in your pocket on you then you can get arrested on drugs charges” and Chris was able to point out that a person can only be arrested for possession or supply of a banned substance itself. However, there was still an inevitable degree of wariness with young people mindful of what they say. Nevertheless, overall the police input was valuable, as one participant commented:

*“yeah I think it’s a good idea as it brings the boundaries between us closer and the Police get along with the Kickz kids really good and so it works when they get involved with us on things like this”*

#### 4.4 ONWARD DEVELOPMENT AND REPLICABILITY

The Choices programme offered relatively short term funding to help develop a series of approaches for working with young people involved in or at risk of involvement in alcohol and substance misuse and associated acquisitive and violent crime. As there are clearly no ‘quick fixes’ in relation to such intractable problems with deep seated and multi-factored causes a key element for delivery agents was how they might ensure a legacy for their work.

##### 4.4.1 EVERTON

For Everton consistency and continuity of provision is seen as a critical element of their work with some of the harder to reach young people. Delivering sessions 48 weeks a year they are keen to be seen by young people as a “continual and trusted presence on their streets”

In terms of the Choices work it is anticipated that EitC will take on some of the young people they encounter as apprentices and liaise with colleges and other external agencies to get them engaged and involved in a range of other constructive positive activities. This has involved establishing links with over 12 agencies who can work with young people to offer further guidance and support. These included:

- Merseyside Police and Safer Schools Officers with whom EitC have strong existing links which has led to a noticeable breaking down of mistrust between the Police and young people in areas affected by gun crime and gang violence such as Norris Green. Following attendance by a Safer Schools Officer at the Choices presentation at Everton FC on the 19th April 2012 a request was made to work with a group of eight pupils at Cardinal Heenan School in West Derby where Choices is now set to deliver a series of six thematic workshops over a six-week period followed by a football coaching session. Merseyside Police also have a broader presence on the Kickz sessions where Choices workshops are being delivered.
- Liverpool FC who are a delivery partner through Kickz and offer coaching support at sessions.
- NHS whose staff regularly have input on relevant sessions such as the health consequences of knife crime, smoking and sexual activity.
- Addaction to whom referrals are regularly made to offer specialist guidance and support to young people.
- So to Speak, a sexual health organisation which offers sexual health resources and materials, including condoms in support of the sexual health sessions.

- 4.1 Delivery Models
  - 4.2 Delivery Styles
  - 4.3 Examples of Practice
  - 4.4 Onward Development and Replicability
- 

Whilst the power of the Everton brand has been emphasised there is a recognition that some messages have far more impact on young people when relayed by other, more relevant, agencies. An indicative example of this was when a picture of a young man with serious stab wounds was shown with a nurse massaging his heart in an attempt to save his life, which was then discussed with the young people, by a nurse. Paul West commented that “this had so much more impact being shown and talked about by a nurse who deals with these type of injuries than just me or another EitC worker trying to relay this incident”

Paul is also keen to build on the work with the YOI and feels that EitC can build relationships with inmates and signpost them to the programme or other projects in the community “so when the kid gets out he won’t come back to us in a few months as he will be better able to use his time constructively in the community through things that EitC can provide” The key strength of the signposting element of the Choices project is that it will, for some young people, “offer them real worthwhile opportunities on their release... so that they have a choice and don’t choose to go back on mixing with the same peers as before and so, in turn, they don’t then end up back here again having done the same thing”.

He is particularly keen for EITC to deliver more prison sessions in the future but would like to be able to select specific young people who would benefit most from the particular session rather than just having a group selected at random. He also felt that the sessions could be replicated in other YOIs and that there would be more flexibility and more time to develop the work in ‘open’ institutions such as Thorncross where the regime is less regimented. In part this is informed by the developmental journey that some of those they have worked with have already been along.

### LEE’S STORY

---

“Lee is almost a forerunner... working with Lee gave us an idea of the problems we are likely to face and to test out processes, protocols and systems.”

Lee’s YOT manager contacted EitC whilst he was serving a second sentence at Hindley for being caught in a stolen car. Upon release he had served half of his six-month sentence and so had three months ‘on licence’ with Sefton YOT who secured him a three-day-a-week placement at EitC to run concurrently with his licence conditions.

Before he began at EitC, members of the social inclusion department attended pre-release meetings, which gave them a chance to get to know Lee a bit and also to explain to him what EitC could offer. When he was offered the opportunity to serve some his time on licence at EitC Anthony Harden says he “grabbed the opportunity with both hands and he’s not been in trouble since and has really settled down and has got a girlfriend which has helped him stay out of trouble... and there has been lots of similar positive feedback from the other coaches here who are really positive about his attitude and effort... he’s taken part and coached and helped out in lots of different sessions and has enjoyed working with the homeless football team we run here”.

Lee also completed his ‘First Aid’ certificate while at EitC and is looking to gain coaching qualifications in



4.1	Delivery Models
4.2	Delivery Styles
4.3	Examples of Practice
4.4	Onward Development and Replicability

---

the future. Overall, the time he spent with EitC was very valuable for him and evidently helped him develop in a range of areas. The feedback from Lee's YOT Worker was that he really enjoyed his time and that he was really keen to carry on working with EitC after his period on licence had finished. Indeed the fact that we interviewed him at the EitC offices, an hour's travel from his home, at 10am the morning after his 18th birthday demonstrated a fresh sense of maturity.

He says it was boredom that got him involved in criminal activities and that whilst school was not difficult for him (he left with four GCSEs); he had problems staying out of trouble after school. After leaving school aged 16 he was sent to Hindley by the September of the same year. He reiterates that since his release, one of the key things that ensured his on-going engagement with EitC was that he did not get bored as he was fully occupied with activities. One of the things he most enjoyed was the work with the homeless football tournaments "just cos of the people we were working with and I also enjoyed the office jobs and learnt some new things".

He is appreciative of the opportunity that EITC gave him *"I don't want to mess it up obviously... I feel better since I got involved with Everton... more chances have opened up for me now... I really can see myself getting a job or proper training in this field now and it's a much more attainable goal"*.

He has now started a lifeguard course nearer his home in Southport.

The key priorities for EitC's on-going Choices work are to:

- Expand workshops to cover issues other than alcohol and drugs e.g. bullying, which they have found from speaking to young people at YOIs often leads to drug or alcohol use as a coping strategy.
- Develop pathways to support young offenders on their release from secure units
- Work with primary schools to tackle issues with younger age pupils
- Improve links with key partners and specialist agencies
- Co-ordinate additional workshops with specialist agencies, safer schools officers and youth centres

#### 4.4.2 ARSENAL

For Arsenal the focus has been on consolidating and building new partnerships in order to be able to maximise the services they can deliver. They are conscious that it is only by building new relationships that they will be able to continue to access a wide variety of progression pathways for the young people they work with and the staff they employ. Interestingly, Arsenal are not precious about owning these relationships, rather they are facilitator and connector between different social agencies. As Andrew Robinson from Petchey Academy explains:

*"It's pretty incredible what they can do. And it's not just that they're Arsenal, but that does help, because it gets people thinking about it. It's also because they're a really well-run organisation and have really good people in there that can build a relationship with kids and the staff and they're pro-active about everything... Arsenal are really in contact with us about other things as well, so we're going to get five students in Year 11 to do a six-week course, which will cost £10 each, which will have residentials and stuff like that. We can use that for kids that have maybe had a hard*

- 4.1 Delivery Models
  - 4.2 Delivery Styles
  - 4.3 Examples of Practice
  - 4.4 Onward Development and Replicability
- 

*time... John's become almost like a gateway to other things that have been really good, as well as supporting what we're doing. If we hadn't had that... the scheme would have looked different and it wouldn't have been that exciting. Them being really there, offering things every week... I don't know how they do it really."*

The Hogan Lovells event that Arsenal organised towards the end of their preliminary Choices work took this level of developmental partnership working to a new level. Delivered at Hogan Lovells Solicitors this event involved 19 young men aged from 14 to 18 who were drawn from different Choices project sites in Camden, Islington and Hackney who hadn't worked together previously. It was designed to build the research and presentation skills of the group and to share their development with project partners whilst widening the young men's aspirations. A prestigious venue was selected on the 11th floor of Hogan Lovells' offices in the City of London with amazing views across the City.

John Keyes kicked off the day by explaining what was going to happen and introducing the people present. The boys were spread out across four round tables, with a facilitator on each table, as well as someone from Arsenal. Each table had some basic information on it, outlining what subject they would be giving a presentation on and setting out some questions they might want to consider as part of their research and planning and each table had a laptop.

John explained that the aim of the presentations was to gain an understanding of how young people feel about the subject they've been given and that Arsenal would then use this as evidence to help them lobby and influence on young people's behalf and to inform the future development of their services. John was at pains to make the point that the day was all about the young people and what they think and feel. The four different topics were:

- Knife and gun crime
- Gangs
- The Youth Justice system
- Stop and search

As far as possible the young men, who came from 11 different postcode areas, were working with people they didn't previously know, but they were instantly engaged and from the conversations they were having it would have been hard to discern who did or did not know each other previously. Towards the end of the morning, four volunteers from Hogan Lovells (actually looking slightly nervous) came in to talk to the young men about presentation skills. The aim was to offer them some guidance on how to get their point across and after they had each offered some tips to the whole group, one volunteer was assigned to each table. They had some prepared statements – all concerning Arsenal – on sheets of paper, and asked each group member to take it in turns to read one out, and then receive feedback on their style of delivery. Each young man performed the exercise twice and there were some noticeable differences in confidence and style of delivery between the first and second attempts.

4.1	Delivery Models
4.2	Delivery Styles
4.3	Examples of Practice
4.4	Onward Development and Replicability

---

After lunch, the groups had another 45 minutes to finish preparing their presentations, with John Keyes encouraging the young men to maintain the “brilliant” engagement levels from the morning. When they were ready the group moved down to the auditorium where a number of invited guests were present to listen and ask questions, including representatives from:

- The Metropolitan police (Kickz)
- Meers Builders
- Islington Probation
- Community Empowerment Network
- Restorative Justice training
- Hogan Lovells

Before the presentations, Daryll talked about his own personal experiences and how Arsenal had supported him and then John introduced the groups, again emphasising the importance of asking young people what they want to do, rather than telling them. Every young person from each of the groups had to speak before the rest of the young people and guests. Whilst some of them were obviously quite nervous, they all took it seriously and it was apparent that they had managed to achieve quite a lot in a short time.

The floor was also opened up for questions and the levels of engagement continued as one of the young men admitted that he “used to be bad” so his family sent him to Turkey for a year, because “it’s different there, people have different lives”. He said it made a real difference to him, although sometimes he still had bad thoughts and John Keyes intervened quickly to tell him that “you’ve got all the support you need right here. If you’ve got bad thoughts in your head, pick up the phone.”

After the presentations and questions, the group moved back upstairs to have non-alcoholic drinks and cakes with the invited guests. John Keyes finished off the day by congratulating everyone on what they had achieved and re-emphasised that what they had done would be used to inform Arsenal’s delivery over the next 3–6 months and that it would be good if they could reconvene as a group after that.

Various people with an interest in the issues had been invited to support the day in a range of capacities. One of them is responsible for co-ordinating the different youth engagement activities that the Metropolitan police are involved in. As part of his work, he has come up with a set of minimum standards and requirements for engaging with young people. Ultimately, he is aiming to have Youth Panels in each of the 632 wards across London and has identified around 280 secondary schools in high crime areas as a priority. Where there is nothing already in existence, local policing teams try to set up a panel, but they need help to do this which is why they are interested in the work with Arsenal.

*“Arsenal in the community recognise the locality of issues, but also recognise that some issues transcend those geographical boundaries. This is an important event from a corporate Metropolitan Police point of view.”*

The Police and other agencies were interested in seeing an Action Plan produced from this event, to help identify what partnerships would be required to help make it work and develop the programme further.

- 4.1 Delivery Models
  - 4.2 Delivery Styles
  - 4.3 Examples of Practice
  - 4.4 Onward Development and Replicability
- 

### 4.4.3 WOLVES

The Choices programme clearly fits within the wider body of work that WCT provide and potential participants will come initially from young people who attend the Kickz project. It was always the intention that the workshop would then be 'rolled out' to include other young people, partner agencies and even other cities and regions. Having now commenced delivery Choices workshops are now to be provided for a range of groups of young people in a variety of settings with the initial school delivery due to commence in September 2012.

Healthy Schools feel there is enormous benefit in using local football icons at Wolverhampton Wanderers FC and that this will undoubtedly get the 'buy-in' from the group of young people that the programme is targeted at. It is also recognised that there have been a number of recent changes to OFSTED inspection criteria with a greater emphasis on safety and behaviour e.g. encouraging pupils to make the right choices in staying safe. Since the Choices DVD focuses on how young people can stay safe and make the right choices, this provides additional leverage to bring schools on board as it has the potential to improve their OFSTED rating. Indeed there is a possibility that Wolverhampton City Council might provide additional funding for Choices to be delivered in every school within the City. Indeed a number of individual schools have already expressed an interest in referring pupils onto Choices. However, there is the danger that Choices might be seen as something to replace the onus on schools to provide drug and alcohol education and so Healthy Schools are very keen that "Choices should be seen as something that will complement, and NOT replace schools work around drug & alcohol issues."

With additional funding of £8,000 secured from all eight MASTs in Wolverhampton for delivery to targeted young people many of the partner agencies believe that Choices might provide a better referral route into substance misuse services than those used traditionally. Given the engaging style of the DVD it is felt that it has the power to facilitate a better understanding of local support agencies and will potentially result in better referral rates. More broadly it is envisaged that the DVD could be outsourced and 'purchased' by other interested parties such as schools and youth services providers from within Wolverhampton and other local authorities. To support this possibility the process of gaining the required copyright is already underway and if the model proves successful it might be possible to produce similar resources focused on other issues such as knife and gun crime.

However, the scalability of this approach has clear limitations if it is to be presented in its pure form. Firstly, much of the attraction of the workshop is provided by the role played by WCT and the access they can provide to the professional football club's personnel and facilities. These are a scarce resource and whilst alternative football clubs might become involved, the availability of club personnel to perform community duties is inevitably limited. Secondly, the production of the DVD involved careful consideration of young people's linguistic styles and fashion preferences as well as the use of locally recognisable spaces and venues in order to add realism and gain further traction with audiences. These cultural reference points may not always be transferable which might limit the market for the resource.

Where the resource, or even adaptations of it, is used in other locations, learning from the research suggests a need for it to be flexible enough to enable a range of participant groups with different levels of engagement with drugs and alcohol to engage. Rather than being seen as an entity in its own right the DVD should be

seen as a 'core' element within a basket of activities and 'bolt-ons' such as visits, service directories and referrals that can be used for different groups of young people as appropriate.

## 5.0 CONCLUSIONS AND RECOMMENDATIONS

The timetable and scheduling of this piece of work necessitated that it take the form of a narrative evaluation rather than an impact report from which generalizable conclusions can confidently be drawn. In terms of overall headline national programme outputs and, in line with the Active Choices programme objectives, we can confirm that:

- Over 9000 young people were engaged in a range of arts, media, youth work and sports based activities<sup>4</sup>
- A range of resources have been deployed to protect young people from the dangers of substance misuse in over 6,300 interactive sessions
- Multi-agency delivery partnerships have been created in 31 locations to provide specialist and universal services focused on substance misuse and violent crime
- Training has been provided to delivery agency staff and community groups around substance misuse through three City and Guilds Level 2 courses
- The cascading of this information to young people has been facilitated through the delivery of six Train the Trainer alcohol and drugs workshops
- Volunteers, peer role models and ambassadors have been involved in delivery of activities and educational messaging across the programme
- Increased awareness and ownership of the issue of substance misuse has been achieved through young people's participation in over 350,000 hours of session activity

We remain unable to make unqualified claims of success or to identify causal relationships between the interventions made and any identified reductions in criminal behaviour or substance misuse. However, what we have been able to identify are examples of practice that have proved to be particularly engaging and which appear to have influenced young people's understandings of the issues. Rather than using this information to build prescriptive templates of good practice that might not be transferable, we have developed a framework that can be applied to a range of delivery models in order to reveal and maximise potential impact.

From our observations it was clear that the primary delivery mechanism employed by projects was an attempt to effect behavioural change through the delivery of educational workshops. Given the interest shown in behavioural economics across contemporary social policy debates<sup>5</sup>, and how it might help meet current policy challenges, such as how to reduce crime, we have attempted to map out potential delivery responses on the basis of the MINDSPACE model.

This model, which is a variant of 'nudge theory'<sup>6</sup> has attracted particular attention because it is seen to offer cheap, simple ways of encouraging people to do what policy makers want them to do. It is based on and that sometimes they don't, but that in either case they do so as individuals rather than as a result of a consistent and collective rational judgement making process.

---

<sup>4</sup>Self-reported figure which Active Communities Network cannot substantiate due to football clubs data not being accessible

<sup>5</sup>Dolan, P., Hallsworth, M., Halpern, D., King, D., Vlaev, I. (2010) MINDSPACE: Influencing behaviour through public policy, Institute for Government: London

<sup>6</sup>Thaler, R. & Sunstein, C. (2008) Nudge: Improving Decisions About Health, Wealth and Happiness, Caravan Books

5.1 Principles of Effective Practice

5.2 Key Statistics

In this context the focus of nudge is on how to influence those actual decision making processes with the acronym MINDSPACE suggesting these can be broken down into 9 inter connected elements.

TABLE 3: MINDSPACE

INFLUENCER	DESCRIPTION
Messenger	We are heavily influenced by who communicates information
Incentives	Our responses to incentives are shaped by mental shortcuts
Norms	We are strongly influenced by what others do
Defaults	We 'go with the flow' of pre-set options
Saliency	Our attention is drawn to what seems novel or relevant to us
Priming	Our acts are often influenced by sub-conscious cues
Affect	Our emotional associations can shape our actions
Commitments	We reciprocate and seek to keep promises
Ego	We act in ways that make us feel better about ourselves

In Table 4 we consider each of these influencers and present examples of practice from each of our three case studies as they relate to the different elements of the MINDSPACE model before presenting a more generic message to inform on-going delivery.

TABLE 4: MINDSPACE MAPPING

MINDSPACE	HACKNEY	NORTH LIVERPOOL	WOLVERHAMPTON	DELIVERY MESSAGES
Messenger	Participants were particularly drawn to the experiences of Daryll and Marcus who they could relate to and recognise shared experiences with	Whilst the Everton brand generated interest the staff's down to earth 'local' style generated an ease and confidence amongst participants	In a one football club city the involvement of Wolves has added appeal which can be passed on to partners through their association	Professional football clubs are key strategic partners with a great deal of cache that can extend beyond their locality. However, this needs to be backed up by the use of staff who can relate to and engage with young people on 'their level'
Incentives	Whilst Marcus was open about the money and glamour of his former life as a drug dealer he focused on the long term realities of living in fear and loss of family	Delivery in a YOI and the prospect of an apprenticeship provide a glimpse of positive alternatives whilst engagement in the sessions provides a break from the prison routine	The DVD graphically captures the potential loss associated with poor choices by an Academy footballer with a bright future	Sometimes the fear of loss is more powerful than the prospect of reward. Messages that emphasise the ultimate impossibility of complete redemption and how poor choices can have lifelong consequences are critical to preventative sessions whilst work with offenders requires the development of longer term pathways
Norms	The Hogan Lovells workshop provided participants from different districts with shared access to and interaction within a professional, busy work environment	Working through fun exercises as a group enabled young women to recognise dangers of alcohol in a shared and open fashion	Visits to the club physiotherapy enabled discussion of routine workplace drug testing and how it will become more commonplace	Where participant stories form part of the dialogue there is a danger that alcohol and substance misuse can be over emphasised and 'normalised'. It is important to balance this with shared recognition of problematic use and the normalcy of drug and alcohol free environments

TABLE 4: MINDSPACE MAPPING

MINDSPACE	HACKNEY	NORTH LIVERPOOL	WOLVERHAMPTON	DELIVERY MESSAGES
Defaults	Daryll and Marcus provide real life examples who offer a shortcut to better choices	EitC's consistent work in some of the most challenging areas enables local people to adopt the default position that they are trusted and 'alright'	Wolves' status in the city enables them to act as the 'go to' organisation for other providers of social interventions	Football clubs' ability to play a central role in the provision of social interventions is tied both to the clubs' brand values and the consistency of their delivery and track record in supporting participants.
Salience	Daryll and Marcus's 'localness' and shared cultural reference points is critical to their ability to engage participants	The reality of the extent of violent and drug related crime in North Liverpool ensures the messages resonate with participants own experiences	Involvement of young people in the development of the DVD and inclusion of local venues ensured the resource was more relevant to young people	One of the key attractions of football clubs is their status as a local totem around which people can gather. This is enhanced where the club and its staff can demonstrate a shared understanding, empathy with and genuine response to the problems of the area
Priming	Both Daryll and Marcus's undulating pathways and the Hogan Lovells session point to the need to and possibility of overcoming challenges	Staff delivery in YOIs and attendance at pre-release meetings equips them to better support participants who are placed 'on license'	The interactive, role play nature of the DVD workshop is designed to build resilience and provide participants with the confidence to make positive choices	The nature of the work can be challenging and it is just as important to prime staff with the skills to work with some groups as it is to support young people. A range of interactive methods can be used to build young people's resilience and 'experience', including peer mentoring and role play
Affect	The staff at Arsenal all talk about the club as a surrogate family or community which supports participants and staff in their development journeys	The activities provided by EitC created a space in which Lee was occupied and able to avoid old peer networks	The DVD showed the pressures on Craig to conform to 'normal' social pressures whilst revealing the potential loss of his career and team mates	People's emotional attachments to football clubs and their personnel provide a powerful platform from which to emphasise the importance of healthy lifestyles. This is stronger still where their support is real and practical rather than simply promotional
Commitments	The Hogan Lovells workshop required all participants to make personal presentations	The YOI participants made commitments to good behaviour as a condition of their involvement	The role play exercises in the DVD workshop encourage participants to make choices and take positions	A variety of ways can be identified to encourage participants to make pledges committing themselves to new behaviours and on-going involvement
Ego	Volunteering pathways and involvement in Hogan Lovells workshop	Participation in interactive workshops	Young people's involvement in the development of the DVD	Encourage participants to take ownership and control of their situation through participation in workshops, role play, volunteering etc.

## 5.1 PRINCIPLES OF EFFECTIVE PRACTICE

### 5.1.1 A SKILLED AND WORKFORCE IS KEY TO SUCCESS

The personal qualities, experience, drive, commitment and approach of frontline and delivery staff are critical in building relationships, rapport and trust with participants – they need to have credibility.

Staff effectiveness is directly related to both their personal biography and their willingness to engage in and utilise the programme's extensive professional development activity.

In many cases staff have grown up in the local area, come through the same programme as participants and then progressed to volunteering before paid employment.

### 5.1 Principles of Effective Practice

#### 5.2 Key Statistics

---

This 'cultural capital' is not learned from a training manual and is most likely to be fully developed amongst individuals who themselves have first-hand experience of, or a close proximity to, individuals who have been stigmatised, for example those deemed 'at risk' of offending or involved with substance misuse.

The role staff plays as a 'cultural intermediary' breaks down barriers between often perceived to be alien and mutually intimidating worlds.

Having a non-judgemental understanding of the situation that young people find themselves in, but not merely mimicking the behaviour of those they work with in order to achieve 'credibility', staff must have the capacity to open gateways to new skills, experiences and aspirations in ways that are appealing, whilst remaining plausible to the other agencies that these young people will inevitably be brought into contact with.

Organisations need to recruit people that care and those who will go the extra mile go above and beyond what might normally be expected of them as well as sharing the organisation ethos in order to help secure the best outcomes for young people.

Employing people from very different backgrounds, who can bring an additional depth and breadth of experience, is also crucial and investing in specialist training to develop fresh skills for frontline workers is key, alongside attending and creating networking events to meet up with similar professionals.

"The young people don't really interact with their teachers in school and it's the same with the police but here it's different 'cos we understand the kids better and we open our doors to listen more."

#### **5.1.2 RESPONDING AND ADAPTING TO LOCAL ISSUES WITH LOCAL SOLUTIONS**

Local issues and contexts are different in every area and are constantly changing and shifting.

Delivery agencies and staff have to be flexible and recognise local changes, and in many cases staff working on Choices have come through programmes as participants and then as volunteers, before progressing on to paid employment.

Many of these staff have grown up in the local area and are able to back up what they say with examples from either their own life or those of their friends, using situations that are familiar to many of those in the group and in turn participants are more willing to ask questions, particular in a workshop setting, relating to situations they had found themselves in.

Flexibility allows organisations to employ local coaches, for example in a school session, to deliver workshops in where, ordinarily, a criminal record would provide a barrier.

Content for these workshops should be designed to recognise and respond to the needs of individuals with coaches tailoring sessions to specific issues highlighted by young people or to themes with general currency.

A peer-led project delivering the Choices framework can better influence young people's decisions and sticking to a rigid programme would not work effectively with a diverse range of young people.



Sessions do not need a set format, do not need to involve a formal workshop session or indeed a sports activity, but they do need to be informal and fun and reflect the local need.

A variety of venues can be used such as schools, youth centres and YOIs on a partnership basis where participants are required to attend.

The Choices framework offers an open door approach which can respond and adapt to meet the needs of a particular issue in a local area, but it is important to also recognise that some issues transcend those geographical boundaries.

“The personalised link which Choices can offer is so important.”

### **5.1.3 A NETWORK APPROACH UTILISING LOCAL AND NATIONAL PARTNERS**

Having key strategic and delivery partnerships in place is crucial to providing a joined up approach with delivery developed at a local level working with partner agencies to ensure any programme is able to engage young people most at risk via referrals.

This multi-agency approach provides specialist and universal services and helps to provide the best possible service and support for example, with those engaged in substance misuse, and can be used to offer an engagement and education programme.

Choices use Active Communities Network to ensure an effective and efficient programme delivery, accessing their proactive and collaborative links, partnership working and excellent links across community groups, criminal justice, statutory and voluntary agencies.

The Choices partnership with the Metropolitan Police enabled priority areas of need across England to be determined in relation to youth substance misuse and related offending, and along with a consortia approach, in this case with the addition of the FA Premier League, allowed for a far greater reach and success than just one agency could.

The FA Premier League is one example and can be interchanged with any professional sports club or sporting organisation such as the Football League, athlete foundations and grassroots organisations rooted in their local community,

Organisations which contributed to the Choices programme at a local level included the Police, Youth Services, Youth Offending Services, Housing Associations and Drug and Alcohol Teams. Active Communities Network with their wide range of grassroots and ‘on-the-ground’ knowledge and contacts allowed for a network approach allowing access to a wide range of stakeholders, which would not have been possible for any one single partner to access individually.

The delivery partners were skilled in engaging young people by providing attractive activities but, more importantly, were experts in providing opportunities beyond the initial engagement through mentoring, volunteering opportunities, creating forums for informal and formal learning leading to pathways into education, employment and training.

### 5.1 Principles of Effective Practice

#### 5.2 Key Statistics

---

Messages have far more impact on young people when relayed by other, more relevant, agencies such as the impact of stab wounds being discussed by a qualified nurse.

Prison Officers felt it was positive to develop good links with external agencies and a legacy of work continues – this evaluation will be made available to Police and Crime Commissioners and the framework will build on the partnerships and delivery in place.

In this context the trainer was able to stress the importance of multi-agency working and encouraged the participants to research their local agencies and develop contacts within them, so that it will make it easier if they are working with young people who need professional support.

*“Having a nurse who deals with these types of injuries talking about them had so much more impact than just being talked about by an Everton in the Community worker.”*

#### **5.1.4 FOOTBALL CLUB BRANDS ARE NOT A PANACEA**

One of the key attractions of football clubs is their status as a local totem around which people can gather. This is enhanced where the club and its staff can demonstrate a shared understanding, empathy with and genuine response to the problems of the area.

People’s emotional attachments to football clubs and their personnel provide a powerful platform from which to emphasise the importance of healthy lifestyles and this is stronger still where their support is real and practical rather than simply promotional.

Football clubs’ ability to play a central role in the provision of social interventions is tied both to the clubs’ brand values and the consistency of their delivery and track record in supporting participants.

The importance for delivery agencies and staff to have credibility in the eyes of the participants is paramount and disengaged young people generally want to be associated with a football club brand, in stark contrast to their feelings towards other external support agencies.

Professional football clubs are key strategic partners with a great deal of cache that can extend beyond their locality but the football club brand is not sufficient on its own, it needs to be backed up by the use of staff who can relate to and engage with young people on ‘their level’ – they are more than just a trained football coach.

Materials for sessions have to be developed so they are not limited to delivery at football focused events whilst the availability of club personnel to perform community duties is inevitably limited so the importance of networks and knowledge outside of football club brands continues to be of high significance.

*“For me, it’s all about getting people to do things that they didn’t think they could do. Football’s just a carrot.”*

### 5.1.5 A RANGE OF DIFFERENT APPROACHES AND MATERIALS

Whilst a workshop style model was adopted for the delivery of core Choices activity, external visits are an added incentive to attend workshops and act as a carrot, like football coaching sessions do in regard to Choices.

Workshops included Home Office guns, knife and crime sessions which were supplemented with activities including arts, media, youth work and sports based activities, all reducing the risk of participants' involvement in substance misuse and acquisitive crime.

Visits involving the Royal Marines, Saracens Rugby Club, the rugby Super League and international footballers for example ran alongside residential and day visits which all added to the diversity of delivery type including personal narrative approaches, thematic approaches and content led approaches.

Workshops included elements of friendly competition and 'banter', encouraged by the facilitators which resonated with participants. Participant stories formed part of the dialogue which were balanced with facts.

The interactive nature of the sessions enabled participants to formulate their own personal viewpoints and gave them freedom to change their initial views across the course of the workshop discussions without losing face.

*"It was short, sharp and to the point, which is just what it needed to be. Anything in a classroom session just would not work."*

*"It isn't prescriptive – it's not just listening to a teacher at the front of the class and so this is how the young people will remember and learn more when they feel engaged."*

*"The ones we really want to link in with probably won't engage with formal teaching and so need a different approach."*

### 5.1.6 LONG-TERM COMMITMENT AND LEGACY

Choices offered relatively short term-funding and there is recognition that young people engaged should not just have a fleeting connection with it.

Involvement in any programme should be part of an on-going process of engagement, personal learning and development. There are clearly no 'quick fixes' in relation to such intractable deep seated problems and multi-factored causes.

A key element for delivery agents is how to ensure a legacy for their work. Extending the reach or content of existing work streams, such as developing and delivering workshops based around the issues and developing new resources with the potential for wider usage both locally and nationally is crucial.

The consistency and continuity of provision enables a trusted presence 'on the streets' and the ability to take on some of the young people encountered as apprentices and liaise with colleges and other external agencies to offer engagement and involved in a range of other constructive positive activities is important.

### 5.1 Principles of Effective Practice

#### 5.2 Key Statistics

---

Using the networks involved in Choices additional workshops were coordinated with specialist agencies, safer schools officers and youth centres to embed it in their existing training and education packages for young people focusing on substance misuse and community related issues. Practically focused and providing the tools for the job rather than addressing theoretical approaches towards training, investing in specialist training for frontline workers through train-the-trainer courses in the substance misuse field has ignited a 'ripple-effect' which has seen delivery become ingrained in other programmes delivered in the target areas.

A variety of ways can be identified to encourage participants to make pledges committing themselves to new behaviours and on-going involvement.

It is imperative that participants are encouraged to take ownership and control of their situation through participation in workshops, role play and volunteering.

Often just boredom or fairly trivial issues (e.g. not keeping to conditions of their 'tag') can lead to re-offending so developing pathways to support young offenders ahead of, and upon, their release from secure units is paramount.

*"We have to offer real worthwhile opportunities...so they don't choose to go back on mixing with the same peers and end up back again doing the same thing."*

*"Police Officers do not just turn up at sessions on an ad-hoc basis, they go out of their way to have a consistent presence and spend time building up relationships with the young people."*

*"Choices should be seen as something that will complement, and not replace schools work around drug and alcohol issues."*

#### **5.1.7 BEST PRACTICE**

Examples of practice that have proved to be particularly engaging and which appear to have influenced young people's understandings of the issues have been used to develop a framework that can be applied to a range of delivery models in order to reveal and maximise potential impact.

Effecting behavioural change through the delivery of educational workshops, a number of learning events have provided delivery partners with the opportunity to showcase their work to local commissioners and to demonstrate the value of local prevention services.

Combined with training delivery for community groups, leaders and volunteers, this increases awareness and ownership of issues affecting their target audience.

A commitment to research and evaluation, including this report, and detailed evaluations on delivery sites highlights the robustness of results and through this independent evaluation recommendations to the sector can be made.

*"I've got the materials and the hand-outs which were very relevant - I feel 100% confident that I can go out and deliver this now."*

### 5.1.8 PEER MENTORING

Local volunteers, peer role models and youth ambassadors should be involved in delivery of activities and educational messaging across programmes.

Through developing this bank of staff from the local area it creates peer mentors who young people can identify directly and resonate with.

This is redefinition of mentoring. It's not about bringing the local person who made good in a sharp suit into a place to say to young people who aren't doing so good 'you can be like me', because for a lot of those young people they cannot.

This is about recycling and redefining peers into a mentoring role and saying to young people that they can do things.

Peer mentoring invests and persists, by employing coaches and youth workers and young people who have graduated from the very programme they know what young need to hear.

This develops a sense of confidence and of advocacy in the participants. It grows them into something bigger and it allows them to think wider, not just about their lifestyle choices at a personal level, but about the support mechanisms that can help them and it then gives them the confidence to access the relevant support.

Active Communities Network and its partner agencies carefully select, employ and train to a high level, their staff.

*"The coaches are from the local area or from similar backgrounds and the language they use can be related to. It's just the way they put things across; they can communicate some ideas better and I think the participants have a bit more respect for them."*

- 5.1 Principles of Effective Practice
  - 5.2 Key Statistics
- 

### 5.2 KEY STATISTICS

#### 5.2.1 CHOICES PROGRAMME – NATIONAL CONTEXT

## 2011

---

Funding started from the Home Office

## £4 MILLION

---

Total funding for Choices programme which targeted vulnerable groups of young people who were most likely to be at risk of, or already starting to become involved in, substance misuse or related offending. Funding was made available to national voluntary and community organisations to support local organisations to deliver targeted prevention and early intervention programmes as well as transferring skills, expertise and knowledge

## 11

---

Active Communities Network was one of 11 national voluntary organisations invited to deliver the programme. The programme was designed in partnership with a number of national voluntary and community organisations and attracted interest from a wide variety of voluntary and community organisations.

## 195

---

Amount of local voluntary and community organisations who are delivery partners over a wide geographical area

## 10,000

---

Young people Choices aimed to work and engage with nationally

## 152

---

Number of schemes delivered

## 6,322

---

Interactive sessions featuring a range of resources deployed to protect young people from the dangers of substance misuse

**18,340:15**

Number of session hours delivered

**9,000+**

Young people engaged in range of arts, media, youth work and sports based activities (9,209 over the period up to 30th June 2012). Almost all of these participants were under the age of 25 with the overwhelming majority in their teenage years

**350,000+**

Hours of session activity have increased young people's awareness and ownership of the issue of substance misuse (355,983:45)

**25**

Almost all of these participants were under the age of 25

**131,657**

Average contact hours per young person

**38:39**

Almost all of these participants were under the age of 25

**8,213 (89.18%)**

Male participants

**994 (10.79%)**

Female participants

**35%**

White

**28%**

Black or Black British

**6%**

Asian or Asian British

**5%**

More than one ethnicity

5.1 Principles of Effective Practice

5.2 Key Statistics

---

### 5.2.2 CHOICES PROGRAMME – ACTIVE CHOICES CONTEXT

**5,000+**

---

Young people engaged

**10-19**

---

Age of those engaged

**24**

---

Professional football clubs delivered Choices (through their Kickz projects): Arsenal, Brentford, Brighton and Hove Albion, Coventry City, Chelsea, Crystal Palace, Everton, Fulham, Hull City, Manchester City, Manchester United, Millwall, Newcastle United, Nottingham Forest/Notts County, Portsmouth, Queens Park Rangers, Sheffield United, Southampton, Southend United, Sunderland, West Bromwich Albion, West Ham United and Wolverhampton Wanderers

**31**

---

Delivery sites throughout England featuring multi-agency delivery partnerships providing specialist and universal services focused on substance misuse and violent crime:

London – Camden, Islington, Hackney, Ealing, Hammersmith & Fulham, Westminster, Croydon, Sutton, Lambeth, Southwark, Brent, Newham

Non-London – Brighton, Coventry, Liverpool, Sefton, Gravesham, Gillingham, Kingston upon Hull, Manchester, Salford, Newcastle, Nottingham, Portsmouth, Sheffield, Southampton, Southend, Sunderland, Sandwell, South Bristol and Wolverhampton

**3**

---

Sport for Development projects operating under the Active Communities Network umbrella: Fight for Change, Rio Ferdinand Foundation and 2nd Chance Project

**3**

---

City and Guilds Level 2 courses provided to delivery agency staff and community groups around substance misuse

**6**

---

Train the Trainer alcohol and drugs workshops delivered to facilitate the cascading of this information to young people



5.1 Principles of Effective Practice

5.2 Key Statistics

DATA FIELD	NUMBER
2nd Chance Project	South Bristol
Arsenal in the Community	Camden, Islington, Hackney
Brentford FC Community Sports Trust	Ealing
Albion in the Community	Brighton
Sky Blues in the Community	Coventry
Chelsea FC Foundation	Hammersmith & Fulham, Westminster
Crystal Palace FC Foundation	Croydon, Sutton
Everton in the Community	Liverpool, Sefton
Fight for Change	Gravesham, Gillingham
Fulham FC Foundation	Lambeth
Tigers Sport & Education Trust	Kingston upon Hull
City in the Community	Manchester
Manchester United Foundation	Salford
Millwall Community Scheme	Southwark
Newcastle United Foundation	Newcastle
Nottingham Forest in the Community / Notts County Football in the Community	Nottingham
Pompey in the Community	Portsmouth
QPR in the Community Trust	Brent
Rio Ferdinand Foundation	Lambeth, Southwark
Sheffield United Community Foundation	Sheffield
Saints Foundation	Southampton
Southend United Community & Educational Trust	Southend
Foundation of Light	Sunderland
The Albion Foundation	Sandwell
West Ham United Community Sports Trust	Newham
Wolves Community Trust	Wolverhampton



Active Communities Network  
London | Manchester | Belfast | South Africa  
Web: [www.activecommunities.org.uk](http://www.activecommunities.org.uk)  
Twitter: @ActiveCN  
Charity Number: 1121216