

Give Kids a Chance

Evaluation and Monitoring Report April 2009 – March 2010

Give Kids a Chance

Is co-ordinated by NHS Grampian,

In partnership with local community networks.

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Mission Statement

Give Kids a Chance (GKAC) provides disadvantaged young people with positive, worthwhile activities in a safe environment and helps relieve boredom, raise self-esteem, confidence and personal skills.

Section	Description	Page No.
1	Introduction	3
2	Drivers for Give Kids a Chance	3
3	Project Statistics	5
	Table 1: Young people involved over past 3 years	5
	Table 2: Areas and places allocated	5
	Table 3: New referrals from across areas	6
	Table 4: Reasons for referral	7
	Table 5: Range of activities provided	8
	Table 6: New referrals where young people have a disability	8
	Charts 1,2 & 3: Allocation and actual use of places	6
	Charts 4 & 5: Male / Female referrals	6
	Sample of anticipated and actual outcomes	
4	Evaluation Questionnaires	12
5	Case Studies	17
6	Media Projects	19
7	Tutor Reports	20

1. Introduction

Give Kids a Chance has supported 1,162 young people in the Grampian area since the project was launched in 1997. Throughout this time data has been collected on the young people and the progress they have made during their involvement in the project. Last year, thanks to support received by the Wood Family Trust, Evaluation Scotland helped provide a framework for evaluation that will be used again this year to track operational statistics. This Evaluation & Monitoring Report will collate the operational statistics from Aberdeen, Aberdeenshire and Moray to provide an overview of the service provided and highlight individual case studies as examples of the work GKAC has delivered.

This year a new method of recording outcomes has been developed. To provide readers with more detailed information tables recording anticipated outcomes and actual outcomes for young people referred to GKAC during the past 2 years have been produced. These tables record:

1. Why the referral was made
2. Anticipated timescale for involvement
3. Anticipated expectation from GKAC team from the professional making the referral
4. Anticipated expectation from GKAC team from the young person
5. Actual outcomes

All new referrals received during the past 2 years from Moray and Aberdeenshire and a 25% sample from Aberdeen have been included in this process. This sample was randomly selected by a member of the GKAC Advisory Group based in Moray. Results have been colour coded for easy reference and excerpts from these tables are featured on pages 10 and 11 of this report. This information is used to help track the effectiveness of involvement with GKAC.

2. Drivers for Give Kids a Chance

Curriculum for Excellence

Assessing and supporting learning, then recognising skills and knowledge is a crucial component of the GKAC project. By working to the four capacities identified by Curriculum for Excellence, GKAC is helping young people make progress in their chosen activity. The four capacities identified under Curriculum for Excellence are that young people will aspire to be:

• Successful learners	• Confident individuals
• Responsible citizens	• Effective contributors

Curriculum for Excellence is now embedded in the delivery of services for schools, youth work and community learning and development establishments and should be driving all work with young people.

Reducing Inequalities

NHS Grampian has a vision and value statement that cites they are striving to improve the public's health and reduce inequalities. Supporting some of the most disadvantaged young people in our communities is a prime concern for GKAC. Many families in Grampian are living in disadvantaged circumstances and are unable to access some of the most basic things we all take for granted. Give Kids a Chance aims to redress that imbalance by offering targeted support to the neediest young people in our communities.

Scottish Government National Outcomes

A range of documents re-iterate the need to support young people reach their potential by providing help. All local authorities now offer support to priority groups in their areas through Scottish Government National Outcome Targets. GKAC contributes to the following National Outcomes:

- Our young people are successful learners, confident individuals, effective contributors and responsible citizens.
- Our children have the best start in life and are ready to succeed.
- We have improved the life chances for children, young people and families at risk.

Equally Well

Give Kids a Chance is also contributing to outcomes identified in the Equally Well, document:

Early Years

- Children's mental wellbeing / resilience
- Improved health and wellbeing of looked after children
- Children's and young people's skills for life, including literacy and numeracy
- School leavers in positive and sustained destinations
- Children have more active lifestyles, access to green space and opportunities for play

Harms to Health

- Greater uptake of positive activities for young people

Mental Health & Wellbeing

- Better prospects of moving into good and sustained employment
- More volunteering

Towards a Mentally Flourishing Scotland Policy and Action Plan

This document aims to improve the quality of life of those experiencing mental health problems and mental illness.

3: Project Statistics

The following information gives a breakdown of the number of young people GKAC has been supporting over the past 3 years.

Table 1: Breakdown of young people involved during past three years.

Area and allocation of places			Total number of young people			Young people registered at 31 March			Leavers during the year		
	2007/8	2008/9/10	2007/8	2008/9	2009/10	2007/8	2008/9	2009/10	2007/8	2008/9	2009/10
Aberdeen	150	100	172	164	137	128	84	86	44	80	51
Fraserburgh	30	20	26	27	22	13	19	18	13	8	4
Peterhead	20	15	17	18	16	13	7	9	4	11	7
Moray	30	20	40	27	23	22	15	17	18	12	6
TOTAL	230	155	255	236	198	176	129	130	79	107	68

The table above illustrates the significant reduction in young people registered since the allocation of places was reduced in 2008/9. The smaller numbers involved have enabled the GKAC office team to monitor the young people more closely. Although this new method of working has resulted in less young people being supported, they have generally experienced more in depth support from the team and spent less time unattached to an activity.

Table 2: Breakdown of areas and places allocated

Area	No. of places	Places Allocated at 31 st March in each year		Percentage of use	
		2008/9	2009/10	2008/9	2009/10
Aberdeen	100	84	86	84%	86%
Fraserburgh	20	19	18	95%	90%
Peterhead	15	7	9	47%	60%
Moray	20	15	17	75%	85%
TOTAL	155	129	130	83%	84%

The target set for GKAC is that over 75% of places should be allocated to young people. Aberdeen, Fraserburgh and Moray have reached this target. Last year the Peterhead area had capacity to increase places on the scheme to meet the target. This has slightly increased this year to 60% from 47% last year.

Chart 1: Allocation of places

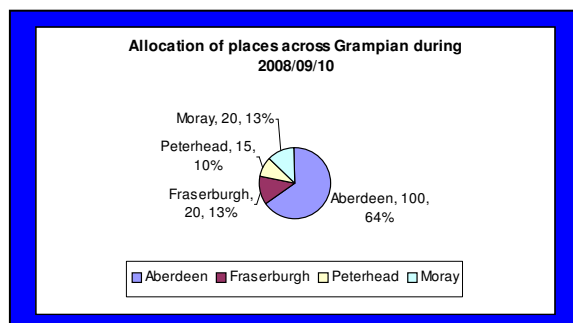


Chart 2: Actual use of places 08/09

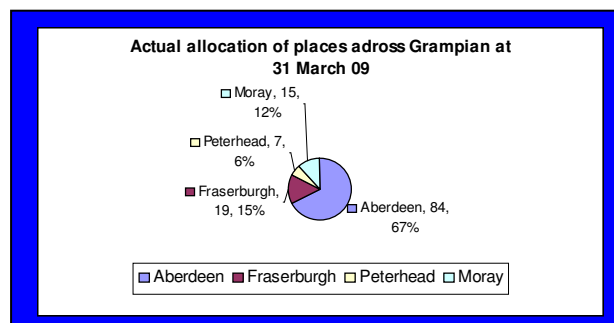
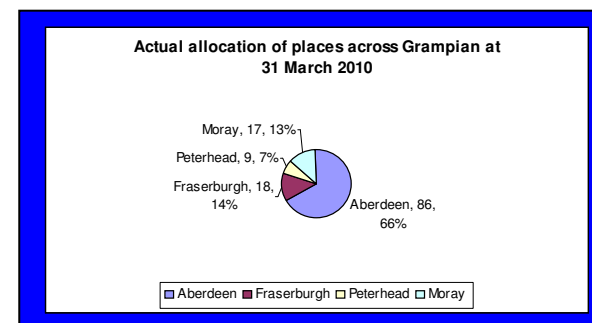


Chart 3: Actual use of places 09/10

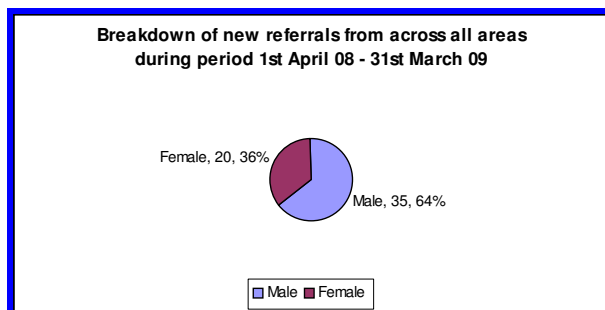


The allocation of places and actual usage continues to follow similar patterns with only Peterhead showing an underuse of the scheme. It is recommended that any funding allocations be based on the pro-rate percentages identified in Chart 1.

Table 3: New Referrals from Across Areas

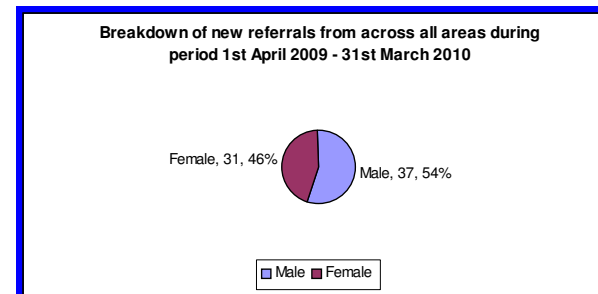
Area	2008/2009			2009/2010		
	Male	Female	Total	Male	Female	Total
Aberdeen	22	14	36	31	21	52
Fraserburgh	10	2	12	1	2	3
Peterhead	3	1	4	2	3	5
Moray	0	3	3	3	5	8
TOTAL	35	20	55	37	31	68

Chart 4: Male / Female referrals 08/09



Referrals by gender show an increase in female referrals, particularly from the Aberdeen area although male referrals are still higher overall.

Chart 5: Male / Female referrals 09/10



Young people are referred to GKAC for a variety of reasons. On the initial referral form there is the opportunity for professionals to identify the reasons. To give examples of the most frequent reasons a summary has been prepared below for the referrals received over the past 2 years. Please note that for most young people multiple reasons for referral will have been identified.

Table 4: Reasons for referral

Area of Concern	Aberdeen		Fraserburgh		Peterhead		Moray		Totals
	2008/9	09/10	2008/9	09/10	2008/9	9/10	2008/9	9/10	
Isolated and / or excluded from peer group	20	36	5	1	1	5	2	5	75
Living out with the family home with relatives/carers	8	6	0	0	3	4	0	4	25
Economic or social disadvantage	17	28	4	3	2	1	1	3	59
Unable to access or sustain personal relationships	9	19	4	1	1	1	1	5	41
Are known to core agencies themselves or through peer or sibling involvement	9	15	4	2	3	1	2	2	38
Are known or at risk of becoming known to the Children's Panel	6	14	4	1	2	3	1	2	33
Are known to the Police	4	12	1	0	1	4	0	3	25
Are known to the Link Worker	10	10	1	1	1	2	1	3	29
Are living in an area with a history of substance misuse	14	25	2	1	1	0	0	2	45
Are affected by parental/ carer / sibling substance misuse	3	11	3	1	2	1	0	3	24
Are at risk of entering a cycle of anti-social behaviour and / or juvenile crime	14	16	5	1	2	1	2	4	45
Number of new referrals each year	36	52	12	3	4	5	3	8	123

The three most common reasons for referral over the past 2 years are identified as:

- Isolated and /or excluded from peer group (60%)
- Economic or social disadvantage (48%)
- Living in an area with a history of substance misuse & At risk of entering a cycle of anti-social behaviour (both 37%)

Range of Activities provided

During this year Give Kids a Chance has co-ordinated access to a total of 41 separate activities across Grampian. New additions to the Aberdeen area are the Sea Cadet Corps and Ice Skating with Archery and the Hot Spot Saturday Club new additions for Aberdeenshire.

Golf, Outdoor Activities, Ten Pin Bowling and Keyboard lessons have not been requested for the Aberdeen area but could be provided again if necessary. The Rock School in Peterhead has not been used this year, or the Ice Skating and Ten Pin Bowling clubs in Moray.

Table 5. The range of activities co-ordinated 1 April 09 – 31 March 10

Aberdeen		Aberdeenshire	Moray
Football	Multi Sport Club	Horse-riding	Horse-riding
Drama	Sooyang Do (2)	Swimming	Gymnastics
Dance (3)	Band Practice (2)	Sea Cadets	Girl Guides
Drum lessons (3)	Singing (2)	Archery	Tae Kwon Do (2)
Snooker	Guitar lessons (3)	Trampolining	Stage Stars Drama
Sea Cadets	Tennis	Taster Activities	Drumming
Trampolining	Swimming (2)	Hot Spot Club	
Cooking	DJ Sessions		
Ice Skating			

(Numbers in brackets relate to the number of separate classes GKAC are co-ordinating.)

Table 6: Number of new referrals where young people have a recognised disability

Area	Year	%	Year	%
	2008/9		2009/10	
Aberdeen	3	8%	15	29%
Fraserburgh	1	8%	0	0
Peterhead	0	0	0	0
Moray	1	33%	3	38%
TOTAL	5	9%	18	26%

During 2009/10 there has certainly been an increase in the numbers of young people from Aberdeen and Moray with a recognised disability. The range of disabilities highlighted on the Equal Opportunity Forms include: ADHD (8 instances), Learning Disability (4 instances), Asperger's Syndrome (4 instances), Autism, Asthma and Dyslexia (2 instances each) and Crohn's disease. A number of young people have multiple disabilities.






Table 7: Referrals received by professional groups

Range of Professionals	Aberdeen		Fraserburgh		Peterhead		Moray	
	2008/9	09/10	2008/9	09/10	2008/9	9/10	2008/9	9/10
Social Work	10	23	10	2	4	1	3	6
School	3	9	2	1	0	3	0	2
Community Learning & Development	12	5	0	0	0	1	0	0
Voluntary Organisation	4	8	0	0	0	0	0	0
Police	0	0	0	0	0	0	0	0
Health	0	1	0	0	0	0	0	0
Independent Community Centre / Project	7	6	0	0	0	0	0	0
Total Number each year	36	52	12	3	4	5	3	8

- During 2009/10 social work staff has been identified as the most prolific users of the scheme with 44% of new referrals coming from social work sources in Aberdeen, 67% in Fraserburgh and 75% in Moray.
- Overall, in 2009/10, 32/68 (47%) new referrals received in 2009/10 were from social work sources
- Overall, in 2008/9 only 5/55 (10%) of new referrals were from social work sources.

The next page shows a sample of the method being used to record outcomes for the young people being supported by GKAC. This information is difficult to present but most young people have benefitted from involvement with GKAC and have tangible outcomes recorded as a direct result. This information is very personal to the young people involved and all names and identifying numbers have been removed.

Sample records of the tables compiled to record outcomes for young people have been included in this report for information purposes. Reports were prepared for each area Health Improvement team so that they can instantly identify progress using a colour coded system.

Colour coding format	
	need met
	need partially met
	need not met
	inconclusive / unsure
	leaver - now removed from scheme

The first line of the table is the information collected at the time of referral and the second line, which is colour coded, is an indication of the progress made towards each of the headline statements.

Why referral made	Anticipated timescale	Expectation from GKAC	Expectation from young person	Outcomes
To help engage in appropriate activities	Long term if possible	Provide a resource for young person	To access activity that I went normally	Now removed from scheme
Joined gymnastics club in September 2008 and attended throughout time on scheme.	Continued until age 16.	GKAC supported attendance by paying club fees throughout time. No transport was required.	Expectation fully met. Good attendance.	Attendance 54/79 (77%) Young person is now 16 years old and has moved on from the scheme. Outcomes: <i>"Self Confident and mixing socially."</i>
To keep off the streets and engage in activity	On going support	To gain confidence and learn new skills	To make new friends and learn	
Taken part in 3 activities, music, trampoline and ice skating. None have held attention. Currently not attending activity	Still being supported and encouraged to choose an activity. Offered place at Confidence for Comedy course – no response as yet.	Not sure about confidence issues but certainly had opportunity to learn new things.	Customer satisfaction survey response when asked What's the best part of being involved with GKAC, reply <i>"Fun and good exercise, meet new people"</i>	Attendance 1/19 (5%) 20/24 (83%) 2/6 (33%)

Why referral made	Anticipated timescale	Expectation from GKAC	Expectation from young person	Outcomes
Isolated, poor attendance at school. Needs to socialise	Indefinitely	A chance for young person to meet youngsters of own age	None identified	Now removed from scheme
Provided with activity choice of Football. Attended really well at the start but started to tail off.	Eventually removed from the scheme Aug 2010	Introduced to others at the football, many of whom attended the same school. Integrated really well in the early stages.	Left blank on referral form.	Attendance at Football 7/22 (232%). Outcomes: more confident when meeting new people from different cultures and gained new skills in football.
Highlighted that he may benefit from opportunities to be involved with other children	Before end of Primary 7	Learn more social skills and strategies for interacting with peers.	Limited understanding of English but parents were keen for this to go ahead.	
Initial choice of horse riding was not available so choose to attend the archery club.	Started in October 2008 while in Primary 7.	Improved social skills with the help of a volunteer driver and tutor at the archery club.	It was felt that he enjoyed his attendance at the archery club but eventually lost interest.	Attendance 25/35 (71%)
Young person has shown an interest in the cooking group and can develop practical skills as well as social skills.	1 – 3 yrs	Tutor support, sharing concerns and positives about the group.	Learn to cook	
Joined group in May 2009.	Has been attending regularly since joining	Tutor comment <i>“is an important member of the group, she is respected by her peers and often leads the group in their activity”</i> .	Tutor comments: <i>“Is able to demonstrate learned skills and does so with confidence”</i> .	Attendance 24/32 (75%). Outcomes: <i>“shows confidence in ability, willingly contributing to class, appreciates even the less appealing chores need to be completed”</i> .

4. Evaluation Questionnaires

Survey Monkey Questionnaire

A Survey Monkey Questionnaire was circulated to all known professionals who had made referrals to GKAC. An email was issued to 185 professionals with a link to the GKAC Survey Monkey Questionnaire in December 2009. Further reminders were issued in January 2010 but only 22 people completed the survey. This response rate of only 12% is very poor. The responses received were very positive and we can only assume that no-one had a burning issue as this was the ideal opportunity to raise it.

The questions asked were as follows:

1. **Are you happy with the service provided by GKAC?**
100% of respondents said yes.
2. **Have the young people you referred attended GKAC activities?**
90.9% (20) said yes, although one activity had since stopped (This was the football in Aberdeen due to a lack of staff to run the activity)
2 people replied to say young people had not yet started.
3. **Do you think the young people enjoyed their GKAC activity choice?**
81.8% (18) said yes.
18.2% (4) didn't know. (2 of the 4 young people had not started an activity.)
4. **Do you think that young people learn any new skills through attending GKAC?**
100% of respondents said yes 11 people went on to identify the following skills:
 - Social skills
 - Sharing, respecting, confidence, self esteem
 - Being with other young people – social skills, confidence etc
 - Tennis, techniques in playing the game
 - Playing musical instruments
 - Socialising with other young people
 - Discipline, listening and communication skills and time management
 - Becoming responsible, development of social skills
 - Social skills mainly, but also learning new sports or activities
 - Cooking skills, music skills, people skills
 - Martial arts grading certificates
5. **Did you recognise any improvement in Self Confidence?**
27.3% (6) didn't know, with two people making the following comments
 - Unfortunately it seems to have stopped after only a few sessions (football)
 - Too early to say
72.7% (16) said yes and went on to identify the following examples
 - Being prepared to try something new

- Enthusiastic about Tennis, keen to speak and discuss this interest
- Mixing better with their peers and happy to be part of a group
- Young person became confident in group setting
- Calmer, more outgoing and able to put over point in a reasonable manner
- Improved self esteem and peer relationships
- Young person became more involved in activity, accepted a role as a junior instructor.

6. Did you recognise any improvement in self esteem?

81.8% (18) said yes, and went on to give the following examples

- A belief in their ability to achieve or even try something new
- Young person was really pleased with their progress and achievements
- They can contribute to a discussion and are happy to give their opinion on the topic being discussed.
- Young person, over time, demonstrated ability to recognise her strengths.
- More confident to try new things, perform on stage
- Mixing better with peers and happy to be part of a group
- Was proud of his achievements.

18.2% (4) didn't know with two people adding

- Too early to say
- Unfortunately it seems to have stopped after only a few sessions (football)

7. Did you recognise any improvement in practical skills?

63.6% (14) replied yes, and went on to give the following examples

- More organised, able to keep track of games and lesson times
- Gained awards for Sooyang Do
- Able to travel on buses and taxis and managing their time to get there when they should
- Young person's awareness of importance of undertaking tasks improved.
- Cooking, music, outdoor ed, using internet search engines, following recipes
- More initiative used
- Able to help direct the class, give instructions for others to follow

13.6% (3) replied no

22.7% (5) didn't know. (Two comments were exactly the same as question 6.)

- Too early to say
- Unfortunately it seems to have stopped after only a few sessions (football)

8. Did you recognise any improvement in Social Skills?

77.3% (17) replied yes and included the following comments:

- An improvement in ability to establish peer relationships
- More able to interact with peers, comfortable

- Interacting with new person, the tutor
- Managing to speak to other young people
- Young person became more able to listen and to act on advice
- Better communication skills
- Conversational skills improved
- Polite, mannerable, ethos of martial art class certainly improved social skills with peers and adults

1 person said no

18.2% (4) didn't know

- Unfortunately it seems to have stopped after only a few sessions (football)

9. Do you think involvement with GKAC has been a good experience for the young people you have referred?

100% (22) people said yes, with one person adding the comment

- I hope it will be.

“Even at the referral stage the child displayed a more positive attitude towards life in general, just knowing there was a service out there for him.”

“I still have to check that the information given to me by the pupil that the football has stopped because of lack of numbers, is accurate.”

“The young person I referred has not started yet, but has chosen his activity. I have found the staff very helpful in the referral process and have been kept up to date, which has been helpful working with the family and young person in question .”

The final question invited respondents to add any other comments they felt would be helpful. Seven people choose to add a comment and they are displayed in the speech boxes:

“Excellent service and very informative and friendly staff who advised me on the service.”

“Great service, recommend it to lots of other agencies.”

“Long may GKAC reign!!”

“I think this is a fantastic organisation and great value for money.”

The Survey Monkey Questionnaire provided positive feedback on the delivery and outcomes being experienced by young people but unfortunately only a very small number of people choose to respond.

The GKAC football group in Aberdeen was suspended during November, December and January as we were unable to find a replacement football coach. The activity resumed again in February.

Customer Satisfaction Survey

In the lead up to the Christmas holiday period during December 2009, there were 99 young people registered on the scheme. Each young person and their parent or guardian was issued with a Customer Satisfaction Questionnaire along with a copy of the Christmas 2009 Newsletter. Each young person who returned a questionnaire was entered into a prize draw with the chance to win a Wii Sports Resort consol.

Twenty four completed forms were received back from young people. One young person had returned 2 questionnaires, both giving exactly the same replies but with slightly different textual responses. This gave a response rate of 23%. The Business Reply service from the Smoking Advice team was used to allow young people the opportunity to respond without paying postage.

The following questions were asked:

- 1. Are you happy to be included in GKAC?**
Each of the 23 respondents replied, saying yes.
- 2. Are you attending a GKAC activity?**
22 respondents replied, saying yes.
1 respondent replied saying no, and indicated that he would like to attend the pool group. Unfortunately he was too young to attend at Christmas time but would be offered the chance to attend in the summer time when he started secondary school.
- 3. If attending an activity are you enjoying it?**
All 23 respondents said yes.
- 4. Do you think you are learning anything new?**
4 respondents said no, they were attending the following activities:
 - Horse riding
 - Swimming
 - Multi Sport club
 - Martial Art class

19 said yes, and went on to identify this further by adding the following comments:

- Controlling my anger
- Learning my timing skills and drum roles to be faster
- The way to look after horses
- How to play a guitar
- How to horse ride
- Being independent
- So I can learn to be a better swimmer
- Swim better
- Learning to swim
- Hip Hop
- Learning to (horse) ride

- I am learning self defence and making new friends
- Lots
- Moves (martial art class)

5. Would you like any changes to your activity?

21 respondents said no

2 replied saying yes, adding that they wanted more time

6. What's the best part of being involved with GKAC?

Each young person was asked this question and the following replies were provided by 21 young people:

- Football
- I get to go swimming and get to dive in the pool and race people
- It gives me a chance to meet new people, it also gives my mum a break for a few hours
- Working with different people and learning new things
- Fun and good exercise, meet new people.
- Friendly people, and with horses which I really love, and learning different things to do with the horses and staff.
- I really enjoy it and it gives me a chance to learn something new
- Getting to go to Annandale
- Time by myself (was attending the snooker – felt he meant time away from the family.)
- Being able to learn the drums, whereas I wouldn't have had the opportunity otherwise.
- I have fun and enjoy being with the others. I really enjoy swimming.
- It gives me time to myself to chill out more
- Getting to swim
- To do more things
- Playing snooker with other people
- Because I like horses and this scheme give me a chance to ride horses.
- Meeting new people and getting to dance
- The best thing is the grading and getting my certificates and a new belt.
- Opportunity to do something interesting
- Keep going to it
- Meeting other kids

"They do give kids a chance and help them learn new things instead of being on the streets"

"I like GKAC because it gives my nana a break."

"I give my Mum time out too."

"I think GKAC is also great because it gives people the chance to try something new that they want to do and it helps boost people's"

The final question asked young people to add any other comments they feel would be helpful to us. Seven young people added these statements.

"I like going swimming because its great fun and it's a great sport."

"Since going to Sooyang Do, my confidence has really grown and I have made some friends. This is thanks to GKAC and my leaders. Thank you."

From Mum & Dad – John looks forward to his swimming and is quite enthusiastic about it. He tells us how much he has enjoyed each session. This has been very positive for him!"

5. Case Studies

Case Study No.1

Rebecca joined GKAC in June 2005. A referral had been made by community work staff due to family bereavement. Rebecca wanted to learn to play the drums and a music lesson was quickly put in place. Over the next few years Rebecca attended for a weekly lesson and continued to improve her drumming skills. Over this period attendance was recorded at 89%. Rebecca had been able to attend 133 of the 150 sessions GKAC had organised.

During her time with GKAC Rebecca received tuition from four music tutors. During our exit interviews her father felt this was a little off putting and would have preferred more consistency. However Rebecca enjoyed this change and felt she had learned new things from each of the tutors and now had a better understanding of different music styles and techniques.

Rebecca's confidence grew through her rapidly improving drumming skills and GKAC Music Tutor Michael Molden was able to introduce her to a group of boys who were looking for a drummer to complete their band.

The band has now been together for over 1 year and has performed at Drummonds, The Tunnels and Transition Extreme. They have also performed at a local Gala Day and appeared as guest performers at charity events.

When GKAC did not have a drum tutor, Rebecca volunteered to teach drumming to another GKAC participant until a regular teaching slot could be provided. She also volunteered to help young people at the local primary school with their music and was a volunteer play worker at the community centre summer play schemes. Rebecca received an MV certificate in recognition of her volunteering. She had 72 hours volunteering recorded.

Rebecca has made great progress and although not yet 18 has moved off the scheme to continue her music independently. When asked to comment on any changes to self esteem, confidence and social skills her Dad agreed that he had seen improvement in all areas. He also added a final commend that "*Rebecca had learned a lot through GKAC, it had given her the confidence she needed to become involved with the band*". When asked if she could identify any new skill, Rebecca said "*I came to GKAC as a complete beginner, look what I can do now – I'm now in a band and have been able to teach others. If not for GKAC I would not have been doing much at all – just like the kids on the street. This had given me another focus.*"

When asked about the best part of GKAC Rebecca said "*The way everything was set out. I liked to know what was going to happen, the structure of the class was good. The organised performances were also great, especially the Lemon Tree.*"

Suggestions for improvement from Rebecca included:

"More tuition time – 45 mins to 1 hour would be ideal."

Unfortunately due to funding constraints it is often very difficult to increase tuition times to this level, but in the future GKAC will aim to offer longer times for young people so that we can help address this need. Also, it should be noted that in the past it has been established that a lesson time of 1 hour is too long for some young people. In an ideal world it would be good to be able to alter this to suit the individual needs of the young people involved.

Case Study No. 2

Steven has been involved with GKAC since December 2006. He was referred by a local community worker as at the age of 12 years he had shown a keen interest in music and needed an avenue to explore this further. He was also living in one of the most deprived areas of Aberdeen and additional financial support was necessary for him to access music lessons.

Steven received drum lessons during his time with GKAC and he is now an excellent drummer. He plays with the school band and orchestra and has also performed with his own band at a variety of school events, Drummonds and The Tunnels. Steven is also a self taught guitar player and plays bass and lead guitar. Steven intends applying to University to study music and would like a career in music.

Steven had reached a stage where GKAC could offer very little support. He had reached an advanced level of playing and after discussion with him it was agreed that the next stage of involvement with GKAC would be to focus on a short piece of work that would carry him forward into the next phase of his musical journey – into teaching.

As part of his personal development with GKAC he was given the opportunity to develop his own teaching skills with a view to helping other young people from his area access music tuition.

One of the GKAC experienced tutors helped equip Steven with the skills necessary to deliver basic guitar tuition to a novice. This was delivered over a course of 7 weekly sessions and our tutor also sat in and observed Steven teaching on his first couple of sessions with the young people at the youth group. Steven is delivering these sessions as a volunteer with the aim of joining the youth work team in a junior paid capacity in the future. These skills will be of great benefit to Steven when he applies to University in the future.

When asked to comment on the difference involvement with GKAC had made Steven replied *“I would highly recommend GKAC to young people, as it has been very helpful to myself and I’m sure would be beneficial to others”*, his Mum also said *“GKAC has guided Steven to achieve his potential. I feel it has taught him to look for activities to participate in, rather than hang about on the streets like some of his peers”*.

Steven has consistently shown a determination to improve and succeed, and his tutors have commented on his growing confidence. GKAC tutor, Nick McKenzie also felt *"his approach to teaching is calm and relaxed, which suits teaching in a community environment."*

During his time with GKAC Steven attended 89/97 sessions which equated to an attendance of 91.75%.

We would hope that Steven will go on to have the career in music that he is striving to achieve and send him our best wishes for the future.

Case Study No. 3

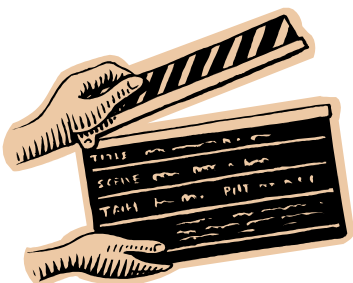
Simon attended a DJ class in Torry for two years. When the tutor moved abroad Simon was supported by a community worker to deliver DJ sessions to young people in the local area. Simon went on to enrol for a Millennium Volunteer (MV) Award. He regularly met with a small group of young people to deliver individual DJ sessions and also worked with the occupational therapists at Cornhill Hospital, teaching them how to use their new equipment. He committed 17 hours volunteering to GKAC and although he did not manage to reach the 50 hours milestone to gain a certificate from MV awards GKAC prepared a certificate and issued it with a covering letter to mark his leaving the scheme.

During his exit interview he felt that the best bit of GKAC was working with other DJs, such as David Craig, who had been his tutor and the guys at Jumping Jacks. He also felt that his DJing skills were something he would never forget and although he did not currently have the time to perform he would like to build on this in the future. Simon had played regularly at Jumping Jacks but this has closed and the venue was due to be refurbished.

Simon has left GKAC at the age of 18 and is completing an apprenticeship with a local electrical company.

6. Media Projects

Film Project



During 2009, Aberdeen College student Kevin Stride completed a short DVD film highlighting some of the activities provided by Give Kids a Chance. Kevin visited the:

- football team training session at Northfield
- cooking group class at Powis Community Project
- Banks o'Dee Trampoline Club
- music group at Kincorth Community Centre, and
- Peterhead and Fraserburgh horse-riding groups in Aberdeenshire.

Copies of this short DVD are used for promotional purposes and are available from the GKAC office team in Aberdeen.

Radio Project

Also, during 2009, two young people who were involved in a GKAC music group decided they wanted to interview people and make a short radio programme. This was supervised by one of our music tutors, Michael Molden, and took place over a period of weeks. The girls went on to interview young people involved with the project, GKAC staff and volunteers and produced a 30 minute CD of interviews.

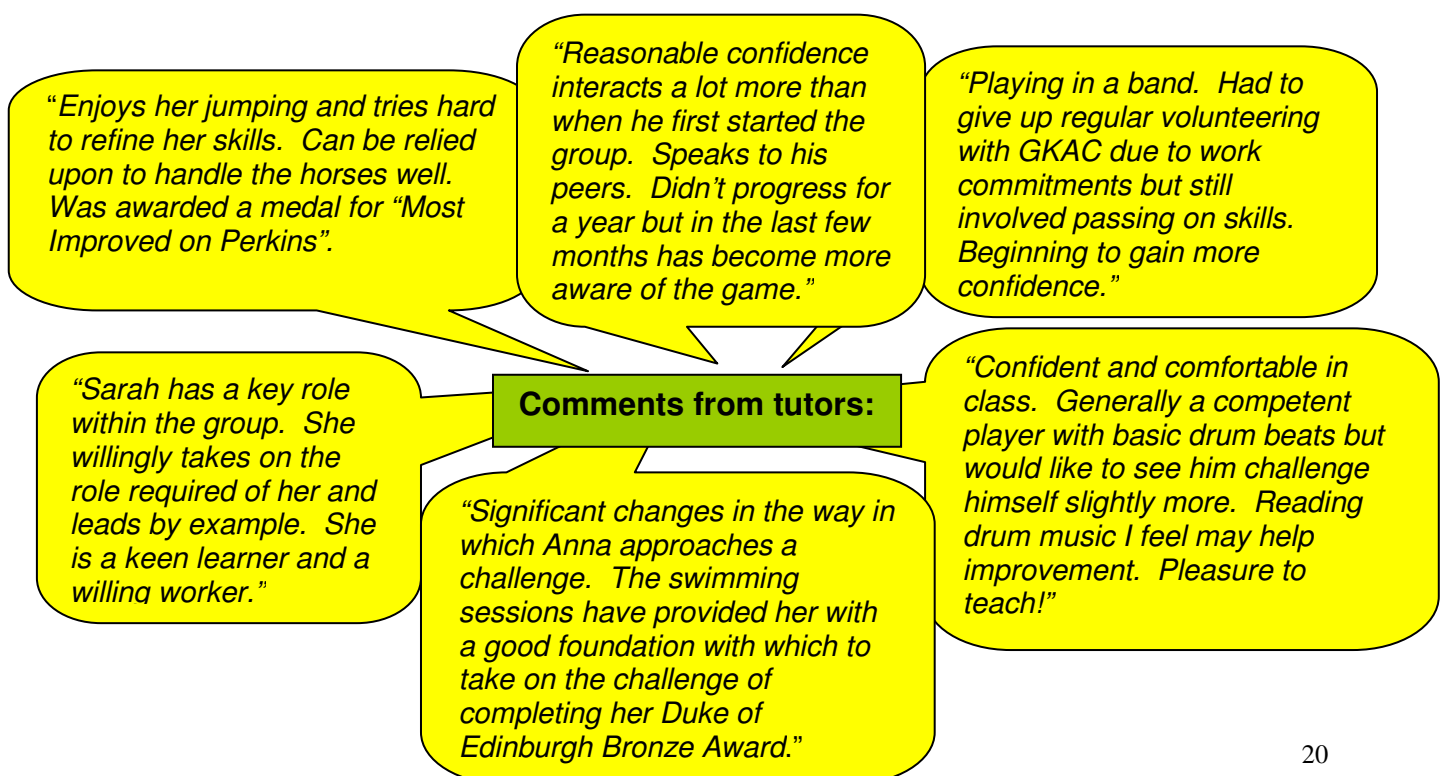


The interviews were incorporated into the “Young People’s Saturday Morning” radio show on shmuFM where the topic under discussion was “Anti Social Behaviour”.

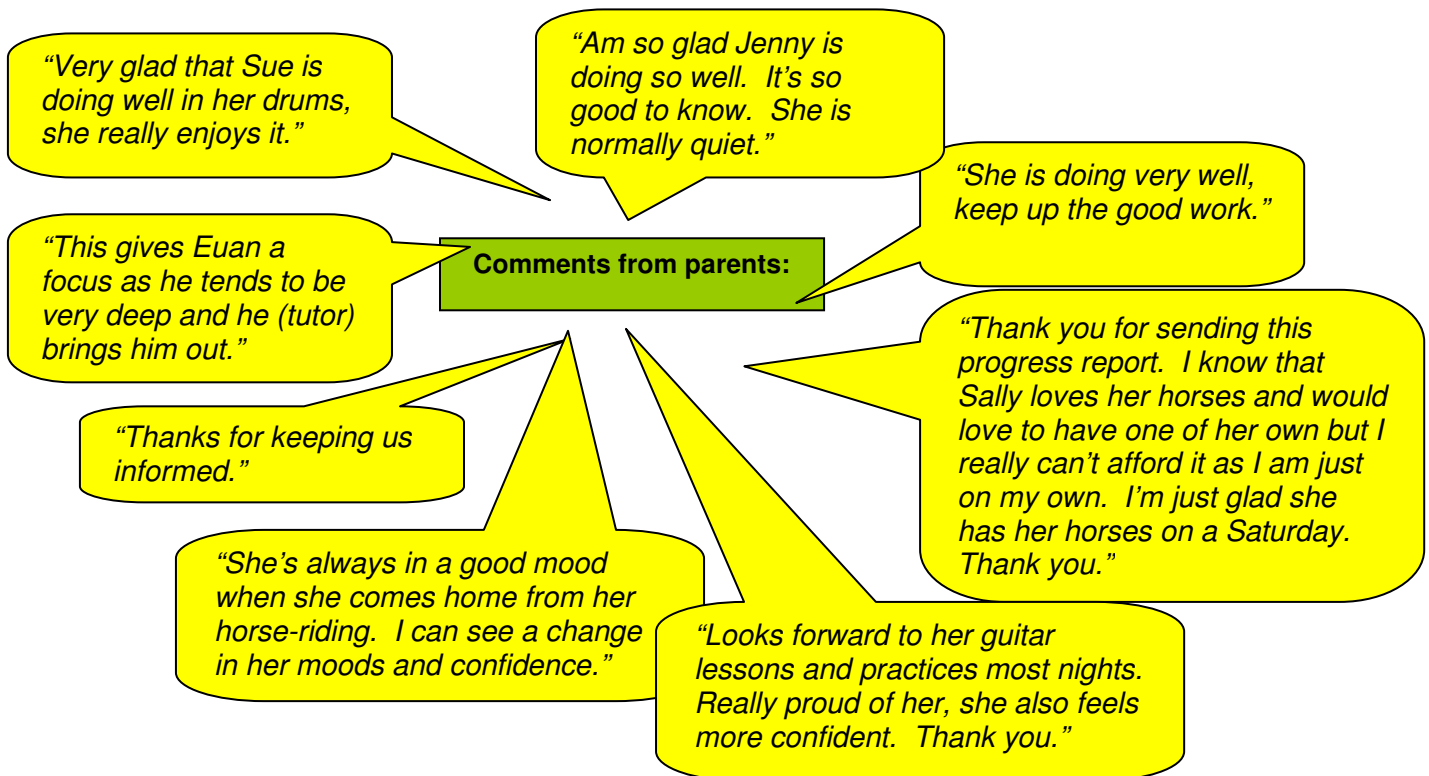
Copies of this CD are also available from the GKAC office team in Aberdeen.

7. Tutor Reports

During this year every tutor was issued with a questionnaire and asked to comment on the progress young people had made. The reports received were issued to parents and they were also invited to comment. A total of 63 reports were received back from tutors and copies sent to parents. Only 11 parents chose to return a comment. In future years GKAC will aim to increase this response rate for both tutors and parents. The comments have been used to identify outcomes for the young people involved. A selection of responses from tutors is shown below:



A selection of responses from parents is shown below.



More detailed information or statistics are available on request from GKAC by contacting

Give Kids a Chance

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