

# Give Kids a Chance

**Evaluation and Monitoring Report  
April 2010 – March 2011**



## Give Kids a Chance

Is co-ordinated by Aberdeen City Public Health Team,

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.

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### The GKAC team interpret 'early intervention' as:

"A problem has been identified or is anticipated that can be resolved by making a change to the current situation. The presenting problem should not be so extreme to make us think that change is not possible."

## 1. Introduction

During this year Give Kids a Chance has been delivered with no change to the organisational or operational structures. The project continues to be managed and hosted by the Aberdeen City Public Health Team. No new sessional staff have been recruited due to vacancy control measures but 3 new volunteers joined the team. The Give Kids a Chance team comprises:

- 2 full time office based staff
- 13 volunteers
- 15 sessional staff

During 2010 a paper was produced for the GKAC Advisory Group highlighting the history, governance and significant changes that had taken place in the delivery of the service since the launch in 1997<sup>1</sup>. The most significant change for GKAC had been the move from a population approach developed in partnership with Community Learning and Development that welcomed all young people to a more individually targeted approach that now required referral forms and more supportive involvement of the named link workers. As a consequence of this paper, the GKAC advisory Group requested a critical review of the service to identify areas for development or redesign. This report has provided overwhelmingly positive feedback from professionals who had used the project and will be used to determine the future delivery model for GKAC.

## 2. Drivers for Give Kids a Chance

### Getting it Right for Every Child

Getting it Right for Every Child<sup>2</sup> (GIRFEC) is a Scottish Government National Policy underpinning all services to children and young people and is an approach aimed at securing the wellbeing of all Scotland's children and improving outcomes for the most disadvantaged. All work supporting children and young people should be delivered using the GIRFEC framework.

### 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 socially and economically disadvantaged and are unable to access some of the 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.
- We have improved the life chances for children, young people and families at risk.

Local Government Single Outcome Agreements provide a local response to the high level targets identified by the Scottish government and are unique to each local authority area.

## **Other key documents**

Give Kids a Chance also contributes to outcomes identified in strategy documents such as; Equally Well<sup>3</sup> and Towards a Mentally Flourishing Scotland<sup>4</sup>. Both documents make connections with poverty and health inequalities and the need to adopt a targeted approach to promoting and encouraging good mental health and wellbeing.

### 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		
	2009/10/11	2008/9	2009/10	2010/11	2008/9	2009/10	2010/11	2008/9	2009/10	2010/11
<b>Aberdeen</b>	100	164	137	135	84	86	78	80	51	57
<b>Fraserburgh</b>	20	27	22	22	19	18	9	8	4	13
<b>Peterhead</b>	15	18	16	14	7	9	10	11	7	4
<b>Moray</b>	20	27	23	25	15	17	13	12	6	12
<b>TOTAL</b>	<b>155</b>	<b>236</b>	<b>198</b>	<b>196</b>	<b>129</b>	<b>130</b>	<b>110</b>	<b>107</b>	<b>68</b>	<b>86</b>

The table above illustrates that similar numbers of young people have been supported during 2008/09 and 2009/10 although there is a significant reduction in the number of young people registered on the 31 March 2011 which brings the allocation of places down to 71% for this current year. Target allocation of places is set at 75%.

**Table 2: Breakdown of areas and places allocated**

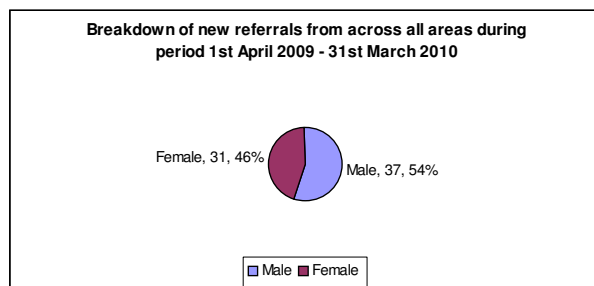
Area	No. of places	Places Allocated at 31 <sup>st</sup> March in each year		Percentage of use	
		2009/10	2010/11	2009/10	2010/11
<b>Aberdeen</b>	100	86	78	86%	78%
<b>Fraserburgh</b>	20	18	9	90%	45%
<b>Peterhead</b>	15	9	10	60%	67%
<b>Moray</b>	20	17	13	85%	65%
<b>TOTAL</b>	<b>155</b>	<b>130</b>	<b>110</b>	<b>84%</b>	<b>71%</b>

The target set for GKAC is that over 75% of places should be allocated to young people. Only the Aberdeen area has reached this target. Moray and Peterhead have reduced use in comparison to last year with Peterhead showing a slight increase.

**Table 3: New Referrals from Across Areas**

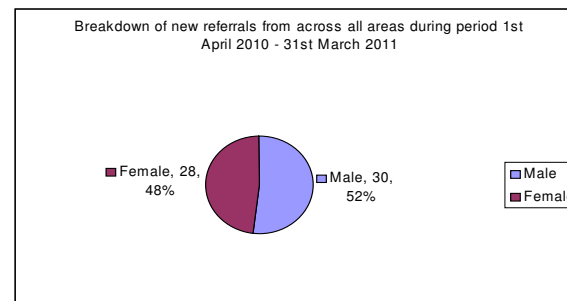
Area	2009/2010			2010/2011		
	Male	Female	Total	Male	Female	Total
Aberdeen	31	21	52	26	16	42
Fraserburgh	1	2	3	1	3	4
Peterhead	2	3	5	1	4	5
Moray	3	5	8	2	5	7
<b>TOTAL</b>	<b>37</b>	<b>31</b>	<b>68</b>	<b>30</b>	<b>28</b>	<b>58</b>

**Chart 1: Male / Female referrals 09/10**



During 2010/11 overall referrals by gender show a slightly higher proportion of male than female due to high numbers of male referrals from Aberdeen.

**Chart 2: Male / Female referrals 10/11**



The information shown in Tables 1, 2 & 3 and Charts 1 and 2 relate to referrals that have progressed to application stage and then formally been registered on the GKAC database.

During 2010/11 information has been collated for all referrals and enquiries that did not result in completed application forms being submitted. Table 4 gives an indication of the number of referrals forms that did not reach the final stages and Table 5 summarised the reasons why this did not happen.

**Table 4: New Referrals from across areas not resulting in completed application forms.**

Area	2010/2011		
	Male	Female	Total
Aberdeen	7	9	16
Fraserburgh	2	1	3
Peterhead	1	4	5
Moray	2	0	2
<b>TOTAL</b>	<b>12</b>	<b>14</b>	<b>26</b>

Of the 26 referrals that did not proceed the highest proportions (5/26 (19%)) were because the “young person declined the offer of the place” and again, (5/26 (19%)) “young person living out with the geographic area covered”.

**Table 5: Reasons for referrals not proceeding were broken down and the following categories emerged:**

Aberdeen	Fraserburgh	Peterhead	Moray
<ul style="list-style-type: none"> <li>• Form withdrawn as no longer required service (n=3)</li> <li>• Young person declined offer of place (n=4)</li> <li>• GKAC refused on basis that involvement not early intervention (n=1)</li> <li>• GKAC refused as additional support for disability not provided (n=1)</li> <li>• No GKAC places available at time (n=3)</li> <li>• Incomplete paperwork and too young (n=1)</li> <li>• Living outwith areas covered (n=2)</li> <li>• Form withdrawn, family not co-operating (n=1)</li> </ul>	<ul style="list-style-type: none"> <li>• GKAC refused on basis that involvement not early intervention (n=2)</li> <li>• Young person declined offer of place (n=1)</li> </ul>	<ul style="list-style-type: none"> <li>• GKAC refused as additional support for disability not provided (n=1)</li> <li>• SW team to provide support (n=1)</li> <li>• Attending school outwith geographic area (n=3)</li> </ul>	<ul style="list-style-type: none"> <li>• Applicant too young (n=1)</li> <li>• GKAC refused as additional support for disability not provided (n=1)</li> </ul>

Information was also logged on the number of telephone enquiries made for young people that could not be supported and details are shown below.

**Table 6: Telephone enquiries logged for young people not living in appropriate geographic areas**

Area	2010/2011	Areas required
Aberdeen	6	Bucksburn (2), Banchory, Dyce, Cults, Peterculter
Aberdeenshire	2	Mintlaw, Huntly
Moray		
<b>TOTAL</b>	<b>8</b>	

Places in Moray are not constrained by a geographic boundary area. The local authority choose to allocate places across the area with young people assessed on a needs basis by the Local Integration Support Officers (LISOs) responsible for specific secondary school groupings.

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. Only referrals that reached formal application stage have been included in this summary.

**Table 7: Reasons for referral**

Area of Concern	Aberdeen		Fraserburgh		Peterhead		Moray		Totals
	2009/10	10/11	2009/10	10/11	2009/10	10/11	2009/10	10/11	
Isolated and / or excluded from peer group	36	20	1	1	5	3	5	3	74
Living out with the family home with relatives/carers	6	4	0	0	4	2	4	2	22
Economic or social disadvantage	28	27	3	1	1	3	3	0	66
Unable to access or sustain personal relationships	19	7	1	0	1	0	5	4	37
Are known to core agencies themselves or through peer or sibling involvement	15	17	2	1	1	5	2	3	46
Are known or at risk of becoming known to the Children's Panel	14	20	1	2	3	2	2	3	47
Are known to the Police	12	9	0	1	4	0	3	1	30
Are known to the Link Worker	10	2	1	1	2	1	3	3	23
Are living in an area with a history of substance misuse	25	24	1	1	0	0	2	1	54
Are affected by parental/ carer / sibling substance misuse	11	10	1	1	1	1	3	1	29
Are at risk of entering a cycle of anti-social behaviour and / or juvenile crime	16	14	1	2	1	2	4	1	41
<b>Number of new referrals each year</b>	<b>52</b>	<b>42</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>8</b>	<b>7</b>	

**The most common reasons for referral in 2010/11 have been identified as:**

1. Isolated and/or excluded from peer group
2. Economic or social disadvantage
3. Living in an area with a history of substance misuse
4. Known or at risk of becoming known to the Children's Panel

## Range of Activities provided

During this year Give Kids a Chance has co-ordinated access to a total of 35 separate activities across Grampian. This is a slight reduction from the 41 activities offered in 2009/10 .

In Aberdeen, two drumming groups and one singing group have now closed and swimming has been reduced to one group. The Football activity is no longer available due to difficulties with the league venue.

The trampoline club ended in Fraserburgh and was no longer available to GKAC.

**Table 8. The range of activities co-ordinated 1 April 10 – 31 March 11**

<b>Aberdeen</b>		<b>Aberdeenshire</b>	<b>Moray</b>
Ice Skating	Multi Sport Club	Horse-riding	Horse-riding
Drama (2)	Sooyang Do (4)	Swimming	Gymnastics
Dance (1)	Band Practice (2)	Sea Cadets	Drumming
Drum lessons (1)	Singing (2)	Taster Activities	Tae Kwon Do (3)
Snooker	Guitar lessons (2)	Hot Spot Club	Stage Stars Drama
Sea Cadets	Tennis		
Trampolining	Swimming (2)		
Cooking			

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

**Table 9: Number of new referrals where young people have a recognised disability**

<b>Area</b>	<b>Year</b>	<b>%</b>	<b>Year</b>	<b>%</b>
	<b>2009/10</b>		<b>2010/11</b>	
<b>Aberdeen</b>	<b>15</b>	<b>29%</b>	<b>6</b>	<b>14%</b>
<b>Fraserburgh</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Peterhead</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>20%</b>
<b>Moray</b>	<b>3</b>	<b>38%</b>	<b>1</b>	<b>14%</b>
<b>TOTAL</b>	<b>18</b>	<b>26%</b>	<b>8</b>	<b>14%</b>

During 2010/11 there has been a very clear decrease in the numbers of young people from Aberdeen with a recognised disability. The range of disabilities highlighted on the Equal Opportunity Forms include: ADHD (4), Learning Disability (2), Autistic Spectrum Disorder (1), Perthes Disease (1), Behaviour and Language difficulties (1), ODD (2), ADD (1) and OCD (1). A number of young people had multiple disabilities.

**Table 10: Referrals received by professional groups**

Range of Professionals	Aberdeen		Fraserburgh		Peterhead		Moray	
	09/10	10/11	09/10	10/11	9/10	10/11	9/10	10/11
Social Work	23	16	2	2	1	2	6	5
School	9	6	1	1	3	3	2	2
Community Learning & Development	5	5	0	0	1	0	0	0
Voluntary Organisation / Independent community Centre/Project	15	13	0	1	0	0	0	0
Police	0	1	0	0	0	0	0	0
Health	1	1	0	0	0	0	0	0
<b>Total Number each year</b>	<b>52</b>	<b>42</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>8</b>	<b>7</b>

- Overall, in 2010/11, 25/58 (43%) of new referrals were from social work sources, with voluntary organisations (14/58, 24%) and schools (12/58, 21%) following next.
- Overall, in 2009/10, 32/68 (47%) of new referrals were from social work sources, with voluntary organisations (15/68, 22%) and schools (15/68 22%) following next

### **GIRFEC Action Plans**

Any young person referred by another agency to GKAC should have an action plan in place to monitor progress and outcomes. All referrals to GKAC are made by workers involved in supporting the young person or family and would come under the guidance of the GIRFEC process for a stage two referral. During the course of 2010/11 the referral form was amended so that this information could be recorded. Unfortunately old forms had been used by some referrers and this information is not complete for all young people. Data collected is shown below.

- 3/58 (5%) had action plans in place
- 28/58 (48%) had no action plan in place
- 26/58 (45%) had used an old referral form and had not been asked this question
- 1/58 (2%) had an action plan in the process of completion.

This information will be collected routinely for future evaluation and monitoring reports.

The following information 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?	What Timescale	What expecting from GKAC? – Professional	What expecting from GKAC? – Young person	Outcomes
To keep young person occupied and motivated outside school	for as long as possible	To give young person an opportunity to boost her confidence and self-esteem	Young person enjoys ice-skating. This will be a chance to meet new friends and improve skills. This will keep her busy, stop her from being bored	
Wanted to attend ice skating so arranged a start date. Unfortunately did not want to go so looked at alternatives. Joined Trampoline club.	still attending trampoline	Quote from coach "confidence, growing, willing to help others.	Did not want to attend the structured ice skating offered by GKAC but settled well into the trampoline class.	Quote from coach "lovely girl who is quite shy to begin with. Has improved her skills with determination and commitment. Is now at the stage where we have offered her the opportunity to come to another session." Attendance 12/12/ 100%

Why Referral made?	What Timescale	What expecting from GKAC? – Professional	What expecting from GKAC? – Young person	Outcomes
In order for young person to participate in locally run diversionary groups	None given	To afford young person opportunity for increased socialisation and participate in meaningful activities.	Blank	
Joined GKAC Hot Spot club on a Saturday morning.	Attended regularly	Took part in a range of activities, including film making arts and crafts, sports, computer games etc. Opportunity to socialise with others and meet with youth work staff.	unknown	Attended on a regular basis until the summer time when he secured a part time Saturday job. Attendance recorded as 93%.
Wanted to get young person involved in running or football – social activity.	None given	Activity choice to be provided with transport etc.	None given	
Football training session organised and start date provided.	none	Start date with support from local community team organised.	unknown	Activity provided but no response from family. Young person never attended sessions. Worker advised to remove from scheme.
Came to attention of social work – lack of self esteem, socially isolated, not attending school	Long term	For music lesson to be provided – heighten self esteem, meet new people.	Want to play drums – my choice	
Interested in music/singing so organised for her to attend for a drumming lesson.	Initially attended 7 / 9 sessions but taking a break at the moment due to personal difficulties	Lesson been provided but only able to attend for short time.	Option provided.	Time of crisis for young person due to personal illness. Taking a short break.
Young person was subject to inconsistent parenting. Living with sister and	3 months initially with a view to extend through review.	Young person has little chance to be involved in leisure activities due to his	Young person advised me that he would like to take part in any of these	

grandparents for last few years due to mother's history of alcohol and drug misuse.		family circumstances. He has expressed a keen interest in Drama Classes, Pool, Swimming, Trampoline, Band, Keyboard and sea cadets.	activities. Young person believes that it would help him to make new friends and have fun.	
Young person choose attendance at the sea cadets. This was organised and a volunteer arranged to provide transport.	Settling in really well and continued to attend after review.	Feedback from SW involved. "he is really enjoying it which is impressive as I understand that he has to work hard at times"	Young person enjoyed sessions but did have a few issues with some of the others at the unit – difficulties with peer relationships.	Attendance good, at 32/42 (75%). Enjoyed experience but home situation deteriorated and has now moved to stay with dad. Has not attended for some time but would now like to join Scouts.
To give young person the opportunity to experience horse riding and use her spare time productively.	No set timescale	To give young person a positive opportunity and to raise her self esteem	Blank	
Joined GKAC horse riding group.	Started Sept 2010 attended for 3 months.	Young person enjoyed attending this group and had set her own targets to improve jumping and cantering.	Unknown	Young person was placed in residential care outwith area and removed from scheme. Due to involvement with GKAC has applied for horse management course at college. Attendance excellent 91%.

## 4. Evaluation Questionnaires

### Customer Satisfaction Surveys with parents and young people

Give Kids a Chance consults with parents and young people twice each year. During Summer 2010 we received a very poor response to the questionnaires issued with only 3 young people returning forms. For the Christmas 2010 consultation GKAC offered a £20 gift voucher from HMV for the young people and a £20 gift voucher from Tesco for parents. At this time 129 young people were registered on the scheme. This resulted in a greatly increased response rate with 22 (17%) questionnaires returned by young people and 25 (19%) from parents. The project also offered a small gift to every young person who returned a feedback form.

### Young People

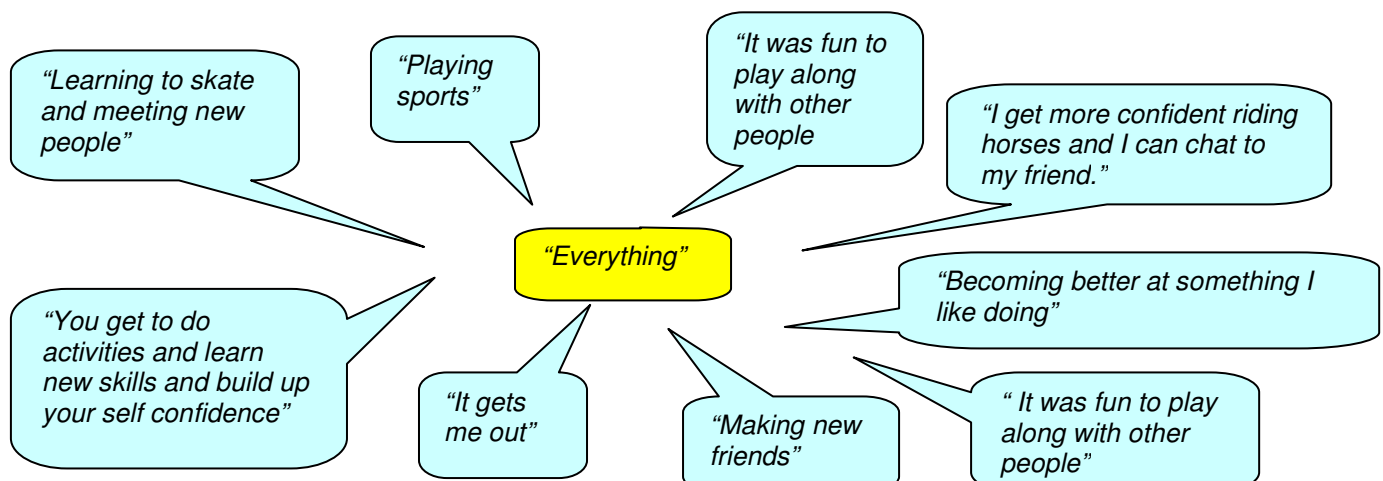
Responses from young people during 2010/11 were very positive. Everyone who responded was happy to be included in the project, was attending and enjoying their activity choice. 24 (96%) of the 25 respondents felt they were learning with 23 (92%) young people giving examples of what that learning involved. The responses have been summarised below.

- Activity skills (n = 15)
- Confidence (n = 3)
- Team work / friendship (n=4)
- Co-ordination (n=1)

When asked about any changes they would like to see to their activity choice only 2 young people gave replies. One young person attending the horse riding asked “*Not to do the same thing every week*” and one music participant asked for “*a longer session time*”.

Only 2 young people had indicated that they had stopped attending their activity choice and gave the following responses “*had a serious injury to my knee*” and “*too tired after multi sport because overweight*”. Alternative activities were offered to both these young people.

The final question on the feedback forms asked the young people what was the best part of being involved with GKAC. 23 young people gave responses to this question. All were positive and a selection are shown below.



## Parents

Parents were asked similar questions and again provided positive feedback. All 25 (100%) parents who responded were happy with the service provided by the GKAC team with 24 (96%) advising that young people were enjoying their activity choice. When asked what could be done to improve the situation the one parent, whose child was not attending an activity, replied that their child “prefers football”. Unfortunately this option was no longer available for age 13 and upwards in Aberdeen and alternatives had been offered.

When asked if they felt their children were learning anything new 24 (96%) parents said yes, with 20 providing examples. The responses have been summarised below.

- Activity skills (n = 10)
- Team work, friendship and social skills (n = 8)
- Activity skills and confidence (n = 2)

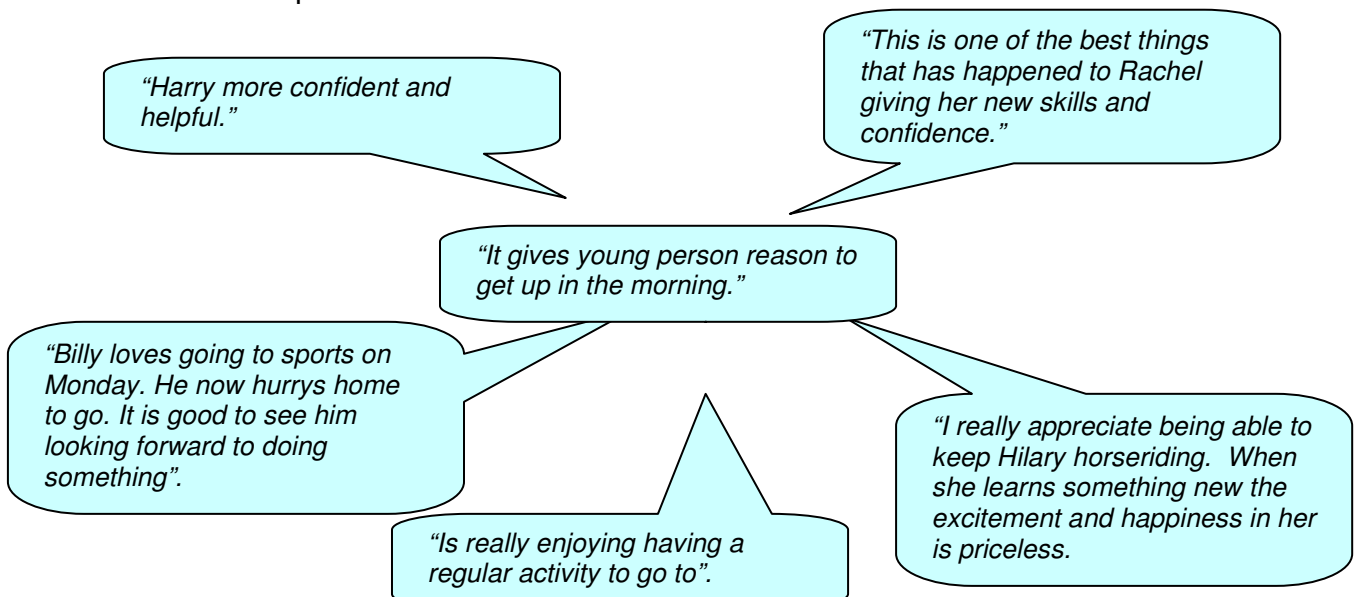
Parents were asked to identify from a multiple choice question any improvements they could recognise in a range of areas. The responses are shown below.

**Table 11. Recognised Improvements by parents**

Parents recognised improvement in the following areas	
Self confidence	20 (80%)
Self esteem	19 (76%)
Practical skills	19 (76%)
Social skills	16 (64%)

When asked to give examples of these improvements 20 parents provided additional information. One parent advised that “*no problem with regards to social skills. I’ve seen small improvements to his confidence. His self esteem has improved, perhaps because of being part of a group and learning an instrument.*” The other responses were a good fit with the categories identified above with 3 parents commenting that their child “*seems happier*”, and one parent advising that “*he is better*”

All parents felt that involvement with GKAC was a good experience and 11 were able to identify outcomes that related directly to involvement with GKAC. A selection of comments from parents are shown below.



### Other evaluation information

During the course of the year GKAC constantly monitors activities by collecting feedback from the young people, tutors and volunteers. These comments enable sessions to be adjusted and changed to meet the needs of individuals and groups. The following numbers of questionnaires have been completed during this year:

- 58 progress reports for young people
- 20 tutor/youth worker recoding sheets
- 60 participant's reflections
- 9 exit questionnaires from young people
- 13 exit questionnaires from parents
- 11 exit questionnaires from tutors/link workers

This information is also used to identify outcomes for young people.

In addition to this information the project has also collated:

- 14 Dynamic/Youth achievement award portfolios in process of completion
- Comprehensive funding reports for income received from Health Improvement Funds, Wood Family Trust, Cash for Kids and Fairer Scotland Funds.

## 5. Volunteer & Community Support

Without the support of volunteers in the community GKAC would not be able to function. Although the number of hours donated by volunteers has dropped consistently in recent years and efforts have been made to address this, volunteer still make a huge contribution to the running of the project.

**Table 12. Volunteer hours**

Total number of volunteer hours donated	
Year	Number
2008/9	865
2009/10	742
2010/11	493

#### Reasons for this drop in hours include:

- The Volunteer Driver Project in Mintlaw no longer has capacity to support GKAC in Aberdeenshire.
- Two volunteers died.
- Student volunteers usually commit to shorter periods of volunteering that fit with their course work.

Community projects in Aberdeen continued to allow free access to their premises as GKAC supports the young people from their areas. This year we estimate that 332 activity sessions have been delivered using community premises, which has almost doubled from last year's figure of 180.

- This increase is due to the use of the Hot Spot in Peterhead and the Woodside Fountain Community Centre in Aberdeen.

## 6. Case Studies

As the service provided by GKAC is individually tailored to suit each young person case studies are used to illustrate the supports provided and the outcomes achieved.

### Case Study No.1

Catherine was referred to GKAC by Community Learning and Development (CL&D) staff in May 2009. Although not local to the CL&D base she was visiting she was friendly with some girls in the local area and they wanted to include her in their group activities. She was living in an area with a history of substance misuse and had expressed an interest in joining the cooking group which was run by GKAC. CL&D staff felt she would benefit from the practical aspect of the cooking group but also from the more informal youth work mentoring role provided by the support workers. Initially a time scale of 1 – 3 years involvement was identified.

Catherine joined the cooking group in May 2009. A tutor report provided at the end of June 2010 highlighted that she:

- Shows confidence in her ability and regularly requests more complex menus
- Takes part in all activities willingly
- Is able to appreciate even the less appealing chores need to be completed
- Is able to demonstrate learned skills and does so with confidence.

An overall comment by the tutor stated “*Catherine is an important member of the cooking group, she is respected by her peers and often naturally leads the group in their activity.*”

Her attendance was good and she also went with the cooking group to an event at Aberdeen Conference and Exhibition Centre to watch a cooking show compared by celebrity chef, Phil Vickery.

At the end of the term in June 2010 Catherine advised that she was not likely to return to the cooking group as she was planning to leave school. Her place was kept open in case plans fell through but finally in December 2010 Catherine’s place was released. She is now working full time for a local hairdresser and attending college on a part time day release basis to complement her work practice.

When discussing Catherine’s involvement with GKAC and asking if she had learned anything her Dad replied saying one of the most important aspects had been “*how to get on with others and her cooking skills, as she had passed her school cooking exam*”. Another aspect that Dad cited as important had been the experience of “*interacting with others out with school and her home area.*” Dad felt this had been “*very important*”.

Overall attendance at the cooking group was recorded as 24 out of a possible 32 making 75%.

## Case Study No. 2

John was referred to GKAC in June 2006 when 12 years old. He was identified as being in need of support to help build his confidence and self esteem after moving to live with his grandparents.

John had indicated that he wanted to get involved with a martial art class and GKAC arranged for him to join the United Kingdom Sooyang Do Association. He very quickly became fully committed to attending the twice weekly training sessions and took part in regular grading assessments.

During the four and a half years that John has been attending the Sooyang Do martial art class his grandmother died but in spite of this devastating blow John continued to attend class and has achieved Black belt status. His attendance has been excellent and is amongst the highest levels achieved by Give Kids a Chance participants at 93%.

When John reached the age of 16 in May 2010, Mr David Garden, Instructor at his Sooyang Do Class officially invited him to accept the volunteer role of Junior Instructor. This is a great honour and not a task to be taken on board lightly. It requires commitment to attend the junior training sessions and his own training sessions which are held immediately afterwards. John was registered for the MV Award and received certificates for 50 and 100 hours volunteering in June 2011.

John is providing invaluable support to the young people who attend the martial art class. He is mentoring and befriending them to ensure they enjoy their time at the class and quickly settle down to become at ease with the new group of friends they have met. John helps Mr Garden deliver the training session for the entire class group of up to 20 young people between the ages of 5 – 13 years. He is an excellent role model for these young students, he can empathise with the youngsters, has a great talent to motivate and encourage them and has surmounted a great deal of personal distress in his young life to make a positive contribution to the Sooyang Do class and the other young people who are attending.

John was nominated for a Young Scot Award in March 2011 and for the Exxon Mobil Award for Service to the Community in recognition of his volunteering and support role with GKAC. He received the Exxon Mobil Award on 14<sup>th</sup> June 2011.

The most obvious outcomes achieved for this young man relate to his progress through the grading system at the martial art class. He has reached the coveted "Black Belt". But in addition to this he has also attained:

- **a level of responsibility** that allows him to attend independently and help set up the equipment for the class
- **leadership skills** as he regularly leads the warm up sessions for the group
- **tuition skills** as he can support other youngsters who require help learning the training patterns and techniques of the martial art
- **gained confidence** in his own ability to accept these roles
- **status** as a Junior Instructor
- **recognition and respect** from his fellow students in class.

John's instructor at class said " *John's help in the junior class this year is much appreciated. I think this responsibility has helped him as much as it has me.*"

### **Case Study No. 3**

At the end of December 2010 GKAC bid farewell to a young person who had been involved with the project since 2003. Mary would be 18 shortly and was referred to GKAC as a 10 year old girl in need of help and support to address various difficulties. Mary was interested in horse riding and was able to start lessons at Annandale Equestrian Centre very quickly. During the following 7 years Mary had some challenging experiences, but her horse-riding at Annandale was always able to continue and has been a constant source of enjoyment to her. Mary was very involved in the making of the GKAC DVD last year and was confident to accept a speaking role and gave a short commentary about her experience of GKAC. Her love of horses was clearly evident during her short speech and provides us with a lasting testimony of the benefits it has brought her.

During the past few years Mary has won medals at Annandale's annual prize giving for Special Attendance, in recognition of the time she has been coming to the stable, and a Gold Medal award for Horsemanship.

Mary has attended 301 horse riding lessons during her time with GKAC and has an excellent attendance record of 89%.

Mary is now living independently and although not currently in work is due to meet with her careers adviser with a view to finding full time work. When asked to comment on her GKAC experience Mary said "*The GKAC scheme has helped me build up my self confidence and helped me learn things about horses.*" Mary also added "*I would like to say thank you for all the help from the helpers and the people at Annandale for all that they have done for me and that I have enjoyed my years with GKAC.*"

Carolyn Drury is the owner of Annandale Equestrian Centre and also knew Mary through her post at the local Academy. When asked to comment on Mary's progress Carolyn advised that she recognised an improvement in self confidence, self esteem, practical skills, social skills and responsibility during her time with GKAC. She also said involvement with GKAC had "*given a lifelong skill and interest that can only enhance Mary's future. Something she can always return to and pass on to her children.*"

## 7. Special Projects

### Comedy for Confidence



Funding was received from the Aberdeen City Fairer Scotland Fund for music tutor Mike Fisk to attend the Comedy for Confidence workshops. The Comedy 4 Confidence Resource provided to individuals on completion of their training is a comprehensive and flexible resource that enables group leaders and support workers to explore, practice and build confidence with individuals and groups of all ages and abilities. Mike developed the resource to be used with the GKAC music groups in Aberdeen and brought the young people together for their first music performance in front of an invited audience of friends and parents. Workshops were held in February with the final performance held in April 2011. The process worked wonderfully and will be repeated again at the end of each term. A full report on this project is available on request from the GKAC team.

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## 8. References

- 1 GKAC document: History, governance and change. Document posted on HI-NET <http://www.hi-netgrampian.org/hinet/2790.4.388.html>
- 2 Getting it right for every child (GIRFEC) – Scottish Government National Policy <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>
- 3 Equally Well – Scottish Government Report of the ministerial task force on health inequalities. <http://www.scotland.gov.uk/Resource/Doc/229649/0062206.pdf>
- 4 Towards a Mentally Flourishing Scotland: Policy and Action Plan 2009-2011. <http://www.scotland.gov.uk/Resource/Doc/271822/0081031.pdf>

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

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