



Youth Innovation

Conference

Using social emotional
learning to help
vulnerable young
people stay in school.

Sonam Sandhu & Matt Bishop





Youth Conference

SESSION BREAKDOWN:

1. WHO ARE WE
1. FBB
2. DATA
3. WHAT MAKES A TRUSTED ADULT?
4. ATTACHMENT PLAY ACTIVITY



WHO WE ARE...

Football Beyond Borders - West Midlands Region



Matt Bishop



Sonam Sandhu



Mekhai Walters



Cian Mooney

PART 2: FBB AND OUR WORK



WHAT IS FBB?



The FBB Schools programme is a long term intervention that is delivered in partnership with secondary schools across the UK. We work with a variety of external partners to build a range of real life opportunities for skills building. In our curriculum, tailored modules focus on young people's' strengths and creativity, as well as providing access to inspirational experiences and pathways.

FBB adopts an asset-based approach centred around building positive relationships and developing social and emotional competencies to transform young people's behaviour, attitude to learning and aspirations for the future.

WHAT IS FBB?



Our role is to help young people to build trust in us, and eventually, in their school teachers and other key people in their lives. By liaising with the school and parents/carers we are able to support vulnerable young people across their various environments and optimise our capacity for detail when building a picture of a young person's life.

A DAY-IN-THE-LIFE



- 8:30am: arrival to school
- 8:30 - 9am: Classcharts update
- 9 - 9:10: Lesson change over
- 9:30-10: Contracted 1:1s
- 10 - 10:30: Contracted 1:1s
- 11am: Break time
- 11:25 - 12:25: FBB Classroom session
- 12:25 - 13:25: FBB Practical session
- 13:25 - 14:10: Lunchtime
- 14:10 - 15:10: Contracted 1:1s



EXAMPLE CONTRACT

Jack's Contract with ■■■■■

Date: 11th October 2019

Goals: ■■■ wants a place each week to be calm and to talk about stuff that happens to him.

Tasks: ■■■ wants to decide each week what he wants to do with the session. ■■■ knows that Jack will provide options for him each week including 'just talking', playing with the games, doing drawing and painting, or working with the Feelings Cards.

Bond: Jack is working with ■■■ as a Therapeutic Wellbeing Practitioner. Jack is here to support ■■■ with whatever challenges he is facing in his life, whether inside or outside of school.

Time: Jack and ■■■ will meet for 50 minutes from 9:10 to 10:00 on Week A and from 10:00 to 10:50 on Week B.

Place: The session will take place in the 6th form centre. ■■■ will come directly to the session.

Frequency: The session will take place each week during term time. There will be no sessions during the school holidays.

Absences: If Jack is aware that he is unable to attend in future weeks he will let ■■■ know as far in advance as possible. If Jack is ill and unable to attend, he will inform ■■■'s mum by text message and ring the Head of Year at the school.

Endings: The sessions will continue until either:

■■■ decides that he doesn't want to continue with them

Until the final session of the term. Currently scheduled for Friday 17th July 2019. Jack will ensure that ■■■ is told at the start of the final term of how many weeks of sessions remain, and will update ■■■ on the number of week at the start of each session after that.

Safeguarding: Jack has a responsibility to ensure ■■■ is safe. Should ■■■ tell Jack anything which makes Jack worry about ■■■'s safety or the safety of someone else, Jack will need to tell the school's safeguarding lead about this. If Jack decides this is necessary, he will always discuss this with ■■■

THE FBB CURRICULUM

FBB HAS A SOCIAL EMOTIONAL LEARNING BASED CURRICULUM.
SOME EXAMPLES OF THE MODULES WE DELVE INTO THROUGHOUT
OUR CLASSROOM SESSIONS ARE AS FOLLOWS



SQUAD GOALS



This module focuses on teamwork, and the power behind it. Whilst celebrating and utilising all the differences of people within a specific team. For example; backgrounds, cultures, religion, personalities, skills and more!



PERFECT PENALTY

This module helps our young people identify the situations in life where they feel the most pressure. Is this at school, at home, around peers? The module ends on taking the 'Perfect Penalty' and how is best to deal with all the pressure that comes with it!



WHAT MAKES A MAN

What Makes A Man? This is the question we pose to our young people throughout this module. We offer a safe space for our boys to reflect on the pressures they face today whilst also emphasising on respect, empathy and compassion

WHAT MAKES A MAN



Cian Mooney during our 'What Makes A Man' module came up with his infamous quote...

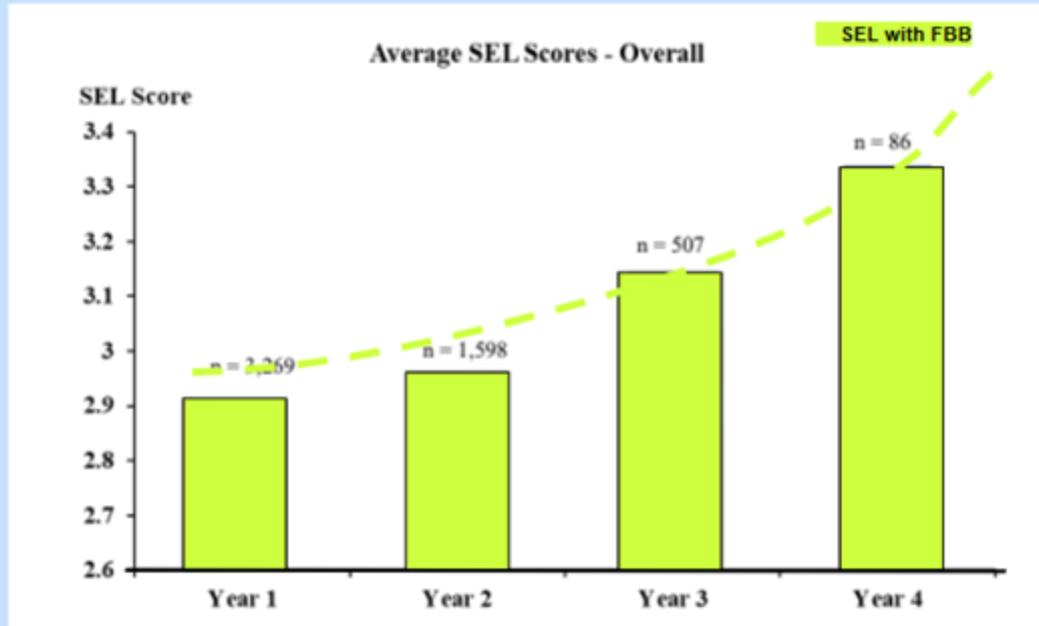
“ A GOOD MAN LOOKS AT BUSINESS, A REAL MAN STANDS ON BUSINESS”

DATA



7/10

SEL skills normally decline as young people go through teenagehood, but **with FBB, 7 out of 10 young people will see their SEL skills improve.**



DATA



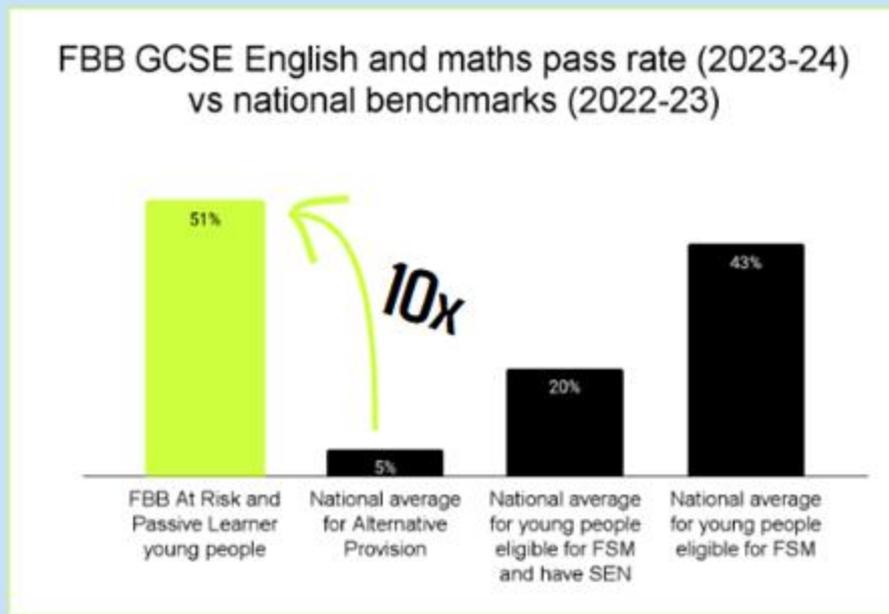
97%

97% of young people on FBB finished the year in school - they weren't Permanently Excluded or Managed Moved to another school.

DATA



FBB
FOOTBALL BEYOND BORDERS



10x

Young people on FBB are **10 times more likely to pass their English and maths GCSEs** than their peers in their national comparison group.

IN CONCLUSION...

7/10

SEL skills normally decline as young people go through teenagehood (OECD research) but **with FBB, 7 out of 10 young people will see their SEL skills improve.**

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Part 4: What makes a trusted adult?



We should do **One to Ones every week**, for at least 30 minutes.

Developing a **trusting relationship** with you

Developing their **self acceptance**.

Exploring **their lived experience**.

- **Contracting** with the young person.
- **Child-centred**: give priority to the needs and interests of the child.
- **Target setting** is optional but **only** when the relationship is there.
- One to Ones should be **timetabled** and in a **consistent space**.
- Prioritise **parent/carer engagement** for your at risk young people.

COMIC RELIEF

WE WERE ASKED
TO FILM A SHORT
VIDEO FOR COMIC
RELIEF WHO ARE
ONE OF FBB'S
FUNDERS.

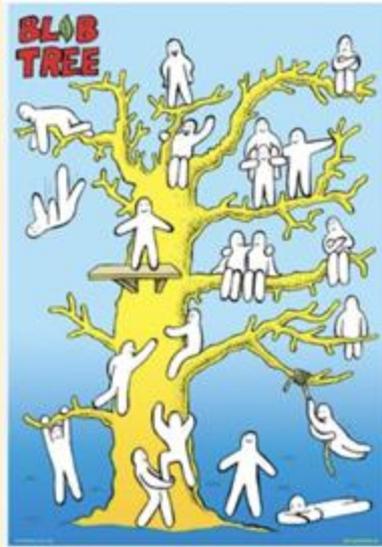
HERE IS THE
FINISHED
PRODUCT.



Some Examples Of Check ins in 1:1s

HOW DO YOU FEEL ABOUT...? WHY?

HOME 				
SCHOOL 				
FAMILY 				
HOBBIES 				
FRIENDS 				
YOU 				



[Blob Tree](#)

The mood battery

A graphic of two smartphone-like battery icons. The top three bars of each are green, and the bottom four bars are pink, representing a mood scale.

[Mood Battery](#)

EMOTION CARDS CHECK-IN

- **RESOURCES NEEDED:** Pack of FBB Emotion Cards
- **TIME TAKEN:** 5 mins

AIM:

To provide a visual check in that may make it easier for the young person to explain how they are feeling.

INSTRUCTION:

Lay all the cards out on a table before the start of the session, when the young person arrives, ask them to pick 1 - 3 cards that explain how they are feeling as they arrive or how they have felt this past week, and then explore the cards they chose in conversation.

POTENTIAL QUESTIONS:

- What's made you feel this way?
- What is it about the image that made you pick the card?
- Have you felt like this before?

ADDITIONAL CONTEXT:

Can also be used as a checkout at the end of the session to see if mood has changed.



Part 5: Attachment Play



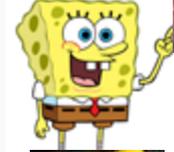
Part 5: Clap Game



Memory game:



*WE ARE GOING TO DISPLAY A SERIES OF
PHOTOGRAPHS FOR 10 SECONDS. AFTER
THE 10 SECONDS, YOU MUST WRITE*



Thank you for listening! Any questions?



