SPORT CHANGES LIFE.
Operation Recruitment
TCAPS
Participant Communication System

- **Target** - Identify the area we wish to support.
- **Contact** - Through partner, eHoops.
- **Appointment** - Pastoral/career meetings.
- **Present** - Pastoral/career development plan.
- **Sale** - Follow through with identified actions.
Strategic Targeting Mechanisms

- Community leaders
- Leaflets
- Job Centre
- Schools
- Gym Membership
- Change
Targets

• DEL 6 Programmes
  1. Cregagh estate
  2. Monkstown
  3. Newtownabbey (Girls programme)
  4. Lower Newtownards Road
  5. Andersonstown / Lower falls
  6. Twinbrook

• DOJ 4 Programmes
  1. Carrickfergus
  2. Carrickfergus / Greenisland
  3. Lower Falls
  4. Twaddle

• Total numbers
  • 150 participants / 15 participants per site
Actions

• IDENTIFY KEY PARTNERS.

• START THE SET UP OF ALL SITES.

• SITES WILL START WHEN EACH AREA IDENTIFIES A MINIMUM OF 15 PARTICIPANTS.

• FOLLOW SET UP DATES PRESENTED IN ACTION PLANNER.
Reporting

- At the end of each day we send an email to Alan CC administrator reporting key info

1. Individual pastoral / career meetings

2. Partners meetings

3. Actions taken in regards to strategic targeting.
Theory of Change

Reflective Methodology

Recreational Sport | Gym Membership | Mentoring | Pastoral Care

**Components**
PSNI, Community Leaders, University, Participants

- Participants
  - Known to the PSNI
  - Poor family support
  - Struggling with education
  - Unemployed
  - Like sport
  - Want to make things better

**Mechanisms**

- Sport
  - Fun, interactive, informal, team building

- Social
  - Mini bus
  - Smoke Breaks
  - Pizza

- CPPD courses
  - Co-operative Learning

- Uniform
  - Facebook

**Success Factors**

- One Good Adult
- Sense of belonging & acceptance
- Role Models
- Value Achievement
- Positive attitude for future
- Controls on behaviour

**Outcomes**

- Employment
- Education
- Training
- Active Lifestyles
- Safety
- Tolerance
- Hopeful

**Relationship building**

PSNI, Community, Sport Changes Life

Building Trust
Gateway Model

Phase 1: Building blocks
20 weeks

Gain trust
Assess initial needs
Tailor programme

Engagement
Window of opportunity

Phase 2:
eHoops delivery (24-30 weeks)

Phase 3: eHoops+, eHoops Legacy
On-going Post programme support

Assess further needs
Youth support and redirection
JOURNEY model for qualitative data collection

**PHASE 1**
Building blocks

**PHASE 2**
eHoops delivery

**PHASE 3**
eHoops+, eHoops Legacy
On-going Post programme support

- Justify starting position
- Outline Objectives for individuals
- Underpin with Goals
- Reciprocate, Reflect, Rejuvenate
- Notable change
- Evaluate next steps
- Your future
Area: Carrickfergus 02
Name: ‘ML'

Background information:

- 20 years old
- Protestant
- History of criminal activity and involvement with the PSNI
- Drug user
- Was on DLA benefits
- Has never held down a job for more than 6 months
- Has a negative outlook towards others from a Catholic background
- History of anxiety and depression
- Has severe ADHD
- History of anger issues

SCL intervention:

- Offered opportunity to enrol on the eHoops programme (24 weeks)
- Offered weekly sport and educational workshops
- Put in place a structured 1 to 1 mentoring process (1-2 hours a week) with Sport Mentors & Victory Scholars
- Devised a Individual Development Plan to set and meet short/long term goals
- Delivered a CPPD Good Relations module accredited by Ulster University
- Provided a safe, professional and educational environment to learn and grow
- Chance to interact with the PSNI in a fun engaging environment

Continued ....
Participant Case Study

Outcomes:

- Significant change in his attitude and lifestyle choices, has a more positive outlook.
- ML has become more pro-active in seeking employment and his confidence has improved, whereby he is comfortable around other people and is not afraid to get involved in new things.
- Was able to have a professional CV in place. Ability and confidence to apply for jobs.
- No longer needs to rely on his DLA which at the time got turned down for. Decided not to appeal it as he would rather concentrate on providing for himself and his family by entering full time work.
- ML achieved this when he secured work with Ryobi in Carrick on the production line. SCL continued to support ML and help him as and when needed.
- Admits to still taking alcohol but in moderation. Has been off drugs for 3 years
- More positive attitudinal outlook towards those from a different background and the PSNI.
- Greater interest in sport and realising the benefits to his health

Present Day - Still living in Carrickfergus, now a father of 2 and has been in full time continuous employment for 2 years, home owner and getting married next summer.
TYPICAL EHOOPS PROGRAMME

Each week brings a new, relevant topic and challenge for the participants and staff to discuss. This can range from what good relations means to how attitudes are formed and the role we can play in society. Below highlights a typical eHoops week to week curriculum and activities that groups will engage in. It is designed to enhance the knowledge and understanding of how sport can act as a medium to improve integration and establish positive relations.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>SPORT</th>
<th>WORKSHOP</th>
<th>WHAT'S INVOLVED</th>
<th>BENEFIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Team-building activities</td>
<td>Introduction</td>
<td>Introduction to Sport Changes Life and the eHoops programme.</td>
<td>Social interaction, establishing contact, making friends</td>
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<tr>
<td>2</td>
<td>Team-building activities</td>
<td>Group Contract</td>
<td>The group will draw up a contract of what is expected from everyone as well as individually. This will give participants and staff the chance to agree on rules for their programme.</td>
<td>Social interaction, establishing contact, making friends. Confidence building, establishing trust, forming relationships.</td>
</tr>
<tr>
<td>3</td>
<td>Team-building activities</td>
<td>What is Good Relations?</td>
<td>What does Good Relations mean and how does it effect us? What role do we play in Good Relations</td>
<td>Confidence building, establishing trust, forming relationships, building capacity and understanding</td>
</tr>
<tr>
<td>4</td>
<td>Team-building activities</td>
<td>Diversity in the Community</td>
<td>Exploring our own community by mapping out the area and reflecting on what the community means to you and diversity in their community.</td>
<td>Confidence building, establishing trust, forming relationships, building capacity and understanding</td>
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<tr>
<td>5/6</td>
<td>Multi-Sport Team Games</td>
<td>What is Prejudice?</td>
<td>Exploring life in N. Ireland and divided communities. Representatives from various communities invited to these workshops.</td>
<td>Confidence building, establishing trust, forming relationships, building capacity and understanding</td>
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<tr>
<td>7</td>
<td></td>
<td>2 Hours Sport - Multi Sport Team Games</td>
<td></td>
<td>We offer a 2 hour sport session at this stage to mix up the routine and allow for any participants to re-engage and maintain interest on programme. Also gives a break from the qualification work.</td>
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<tr>
<td>Time</td>
<td>Activity</td>
<td>Description</td>
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<tr>
<td>8-10</td>
<td>Multi-Sport Team Games</td>
<td>What is Discrimination? Looking at what discrimination is and using sporting examples to help understand.</td>
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<td></td>
<td></td>
<td>Sustained contact, established relationships</td>
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<tr>
<td>11-14</td>
<td>Multi-Sport Team Games</td>
<td>‘Our problems’ Examine the issues people of N. Ireland are subject to, focusing on sectarianism, flags, racism and conflict resolution for example.</td>
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<td></td>
<td></td>
<td>Sustained contact, established relationships, goal setting</td>
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<tr>
<td>15</td>
<td></td>
<td>Group Trip</td>
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<td></td>
<td>2nd group trip to embrace the integration of the group and once again build on the relationships formed.</td>
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<td>16-18</td>
<td>Multi-Sport Team Games</td>
<td>Stereotyping These workshops focus on stereotyping and what this means. Group tasks are set to help understand stereotyping.</td>
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<tr>
<td></td>
<td></td>
<td>Sustained contact, established relationships</td>
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<tr>
<td>19</td>
<td>Multi-Sport Team Games</td>
<td>Attitudes in Society In this session we look at attitudes in society and how attitudes are formed with general and sporting examples</td>
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<tr>
<td></td>
<td></td>
<td>Sustained contact, established relationships</td>
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<tr>
<td>20-23</td>
<td>Multi-Sport Team Games</td>
<td>Social Media &amp; Employability Skills CV building, writing job applications, interview skills training and how to be professional in the workplace.</td>
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<td></td>
<td></td>
<td>Sustained contact, established relationships, enhancing personal development. Preparing for life after eHoops</td>
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<td>24</td>
<td></td>
<td>Celebration Dinner All young people are invited to attend the celebration dinner to reflect on the programme, but more importantly celebrate what they have achieved. Each will receive an end of programme certificate.</td>
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Aside from the above, each participant on the programme will receive one-to-one mentoring from our team of Sports Mentors. This will include face to face meetings that enables us to identify underlying issues which that young person may have and to provide guidance and support. This can include devising an Individual Development Plan for each young person, to include setting goals for them to set and achieve. The mentoring sessions also allow our team to help identify issues that may require us signposting to floating support providers.