

Extended Schools Team Building Week Evaluation Report

Appendix 2

The following report has been created by using both written and verbal data collected from the 22 young people and staff who attended the team building week projects. The aim of the project was to improve the young people's self-reliance and engagement in teamwork whilst raising their confidence and self-esteem by encouraging them to step out of their comfort zones and to experience different activities and environments.

To enhance the learning experience the young people were chosen from two neighboring schools in order for them to learn how to establish relationships from groups that are usually segregated by uniform and rivalry. The two schools were placed into two groups, which were made up from both schools ensuring that the young people began to develop the ethos of the project. .

To motivate and challenge the groups a points system was devised as an incentive and development tool. The points were awarded for team ethics in tasks, activities and duties as well as young people showing supportive roles in the groups. This was extremely effective, not only did the two schools rise to the challenge, they collectively became one group. The strength and support received from peers and staff enabled them to step out of their comfort zone.

From the feedback received, and from the staff witnessing the progress, it was evident that the young people were able to put aside any preconceived ideas or prejudices to work well together as a team. The questionnaires completed by the young people show that 18 felt that the team became more effective and supportive as the week progressed, as shown in chart 1.

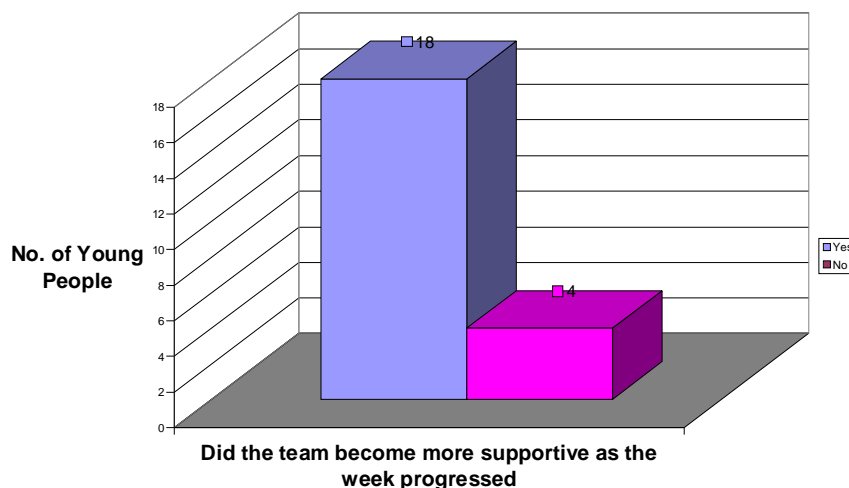


Chart 1

The project taught the young people camp craft skills such as, erecting a tent, packing a rucksack, cooking on a stove, planning navigation routes, cleaning duties, and various physical activities. By the end of the week they were expected to orientate a route between two given locations unaided whilst carrying sufficient equipment to survive for 24 hours with limited aid from the adult staff. The process for teaching the students these skills started during the induction day prior to the trip.

The young people were initially taught how to erect and dismantle a tent as they were expected to be able to complete this twice during the week, however, 8 of the young people did not attend the induction day due to complications surrounding attendee selection and late substitution of others which were due to circumstances beyond our control.

One of the important tasks the young people were required to do, was planning routes for the numerous walks they were to undertake during the week. This task incorporated numeracy and literacy skills through grid referencing, calculating distance, time and writing up the route cards. It also required interpersonal skills to agree the best route and delegation of responsibilities. All of these factors developed the group dynamics and created an opportunity for the young people to utilise their varying strengths and skills complementing each other. The questionnaires showed that 17 of the students found that during this task the teams worked well together completing the route planning exercises.

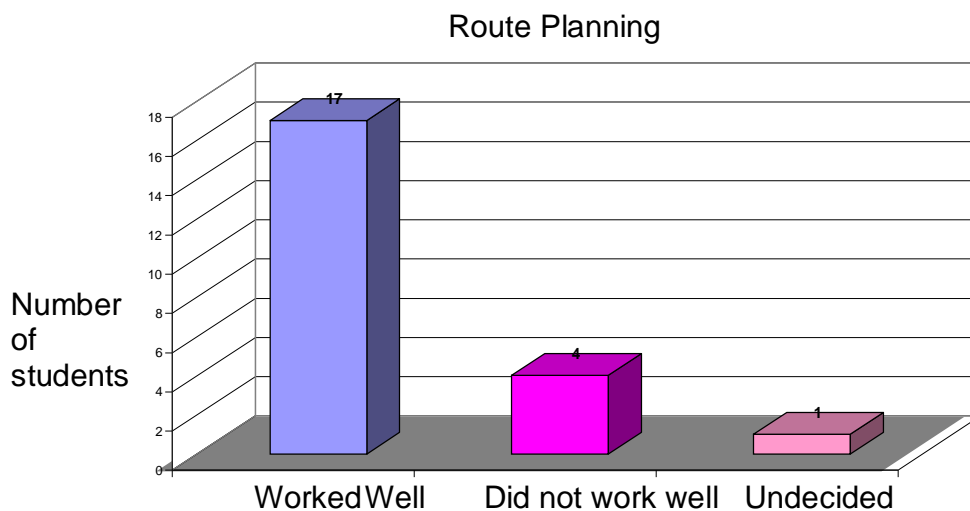


Chart 2

It is apparent through analysis of the diary's and staff observations that the young people began to recognise the importance of their jobs and responsibilities and to follow instructions fully, after initially being reluctant to accept the guidance offered. Overall, 85% of the young people completed all tasks competently after following instructions and assisting each other within the groups. It was during this time that the teamwork ethos was evident with students supporting each other when individuals were struggling.

Daily chores were given to each team with points being awarded by the staff for the team who showed the most willingness and diligence at the completion of these. The points system was put in place to encourage teamwork which appeared to be successful as 18 young people felt they had achieved this aim with 4 feeling they had not

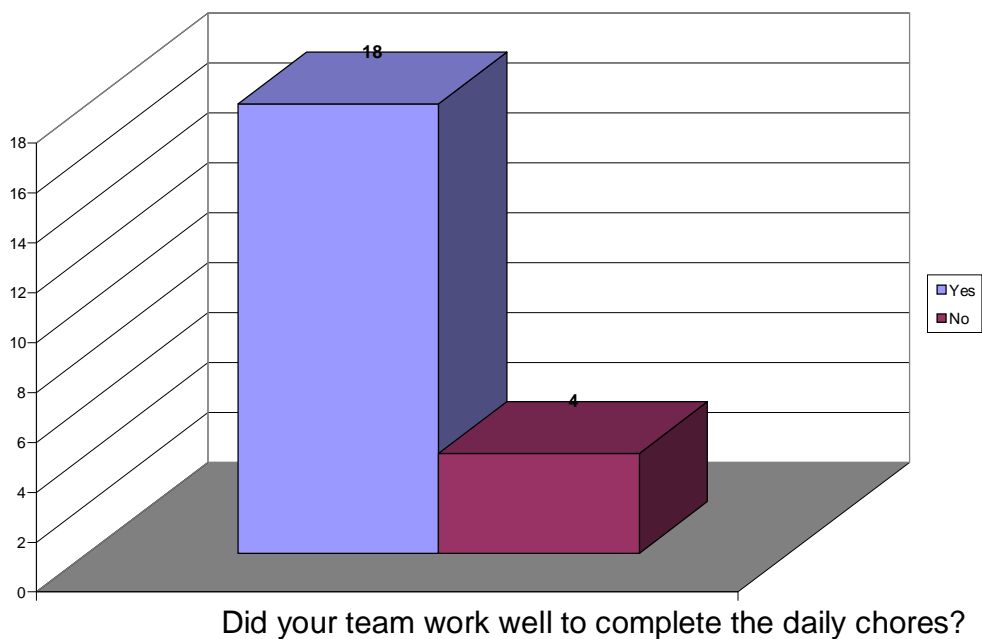


Chart 3

All the young people commented that they felt a sense of achievement and accomplishment at having completed the week. Quotes from the young people included that they had improved team skills, made new friends, gained a sense of achievement and realised that 'if you don't give then you don't get'. One student stated that they had 'managed to keep their cool and be a good leader' indicating a degree of anger management and assertiveness had been developed. The overall aim of the week had been achieved with all young people stepping out of their comfort zone, breaking down barriers with peers and authoritative figures to move forward in a positive direction.

After the trip questionnaires were sent out to the young people and their parents to assess whether on reflection they felt it had been a valuable experience for them. From the replies it was evident that the parents felt their children had benefitted from having to share with others, learn to look after themselves and to experience things they would not have otherwise had the chance to do. Parents also felt that it had helped to build on their social skills and confidence with one parent expressing that 'the experience had given him confidence that will last him a lifetime'. The comments from the students reflected those of their parents with one student saying that 'the trip had helped him a lot with school and social life because it taught him to put more effort into life'.

Overall this project has fulfilled its aims at improving the young people's self-reliance and engagement in teamwork whilst raising their confidence and self-esteem. It has given the young people the opportunity to engage in positive activities that are to be reinforced by offering the Sports Leader after school course. In order to assess the outcomes more accurately in the future it would be beneficial to ask the parents and schools to rate their child's attitude and abilities prior to the week away and then afterwards to gain a comparison and true assessment.