



# DS + EMPOWERMENT

Findings and recommendations from  
the DS + Empowerment Pilot



## INTRODUCTION

The StreetGames Strategy, '[Active for Today and Tomorrow](#)' clearly demonstrates the importance of Doorstep Sport and the role it plays in helping to change sport, strengthen communities and transform lives.

StreetGames will achieve the vision set out in the strategy when 'All young people from low income, underserved communities can engage in life enhancing doorstep sport'. In practice, the opportunities to create a life enhancing environment for young people are varied and multi-faceted. However, the opportunity for young people to access a pathway to become volunteers and future community leaders is always at the heart of Doorstep Sport provision.

Doorstep Sport + Empowerment is a framework Locally Trusted Organisations (LTOs) can explore when looking to create an environment which encourages the very first steps a young person takes in recognising their own potential and aspiration to grow and thrive.

Doorstep Sport + Empowerment is not a funded programme; it is a framework. Organisations can refer to and use it to help them determine how to embed an empowering environment at the heart of their provision.

Doorstep Sport sessions should seek to maximise the opportunities for a young person to develop as a person, through activities **designed in** to enable this to happen, often without the young person knowing it's happening. This process should then help to create an appetite and confidence for further tailored development opportunities.

This 'How To Guide' helps to describe how LTOs can develop and enhance their practice in this area.



## WHAT IS AN EMPOWERING ENVIRONMENT?

An empowering environment is one that supports the development of young people's psychological ABCs (**Autonomy, Belonging & Competence**), in turn creating the conditions where young people feel motivated.

Focussing on **autonomy** within the session involves sessions being youth led, young people feeling confident to share their views and having sense of agency, where they have choice and control over what they do.

Developing **belonging** within sessions requires a culture with respect and a sense of connection built between the young people and coaches and where young people feel **competence** - meaning they can build on their skills, through varied and vibrant activities at a pace that works for them.

Supporting young people to understand **life skills** is a great way of starting to develop a Doorstep Sport environment that embeds ABCs and creates a positive environment for young people to grow.



# YOUTH EMPOWERMENT AND DOORSTEP SPORT

Youth empowerment can be defined as a process by which young people gain and build on their ability to make informed decisions and implement change in their own lives and the lives of other people around them. It is a means of encouraging young people to work on life skills to do great things for themselves and to make a positive impact within their community.

**Sport** is recognised as a powerful tool to empower young people with life skills. Sport activities by their nature demand perseverance, teamwork, discipline, and leadership, which in turn nurture confidence and motivation for self-development.

Sport and physical education are fundamental to the early development of young people and the skills learned during play, physical education and sport contribute to their holistic development.

Through participation in sport and physical education, young people learn about the importance of key values such as those found in youth work. The range of themes that youth work covers is just as diverse as the types of people and organisations involved. Issue based, street work, sports activities, social enterprises, creative and leisure-time activities can all be termed 'youth work'.

## DEVELOPING LIFE SKILLS

The 5 Life Skill areas were identified as they encompass both emotional intelligence skills and also skills that enable young people to navigate safely and effectively through an ever changing digital world.



The five skill areas were chosen as they encompass four key emotional intelligence areas helping teens to build strong relationships, make good decisions, and deal with difficult situations (self awareness & self management - 'Building the Best Me' & Social Awareness & Relationship Management - Other People & Me). Those, alongside Creativity, Managing Information & Digital skills, are key enablers for building resilience and safely & effectively navigating & utilising an ever-evolving digital world.

The Doorstep Sport + Empowerment pilot, ran over the course of 2021, worked with over 50 LTOs from across the North West, Midland and Yorkshire to test and learn what does and doesn't work when trying to support young people to develop enhanced life skills through Doorstep Sport.







## WHERE TO START

This section helps LTOs understand the things to think about when exploring what steps to take

## FACTOR 1

### UNDERSTANDING YOUR YOUNG PEOPLE AND THEIR READINESS TO ENGAGE IN PERSONAL DEVELOPMENT

Our experience through the year long DSC+ Empowerment pilot showed that young people's readiness to engage in overt personal development activities was very variable.

An important aspect to remember is that not all young people want or are ready to engage in identifiable development activities. As such, understanding the signs of readiness within your young people is crucial.

A useful starting point if you are keen to understand more about what makes young people tick is the 'Mentoring Young People in Community Settings' Course, which provides valuable insight into building relationships with young people, understanding what drives behavior and motivations and developing practical techniques to build mentoring frameworks in community settings.

This training takes you on a journey of exploring a young person's 'Quality world'; understanding how our 'Basic Needs' (of Love & belonging, Self-worth & power, Survival & health, Fun & enjoyment and Freedom) are met; Understanding 'Total Behavior', how actions and thoughts drive our physiology & feelings, & exploring 'Perceptions' - understanding how perceptions influence our thinking and actions and how we can help change young people's perceptions by given them a wider perspective.

To hear more from what our learners have said, [click here](#).

To read the Mentoring Young People Training Brief, please [click here](#).



## FACTOR 2

### HOW READY ARE YOUR YOUNG PEOPLE TO BUILD ON THEIR PARTICIPATION IN DOORSTEP SPORT SESSIONS & START TO DEVELOP ENHANCED LIFE SKILLS?

A simple set of questions to consider can provide a helpful way of assessing the readiness and responsiveness of young people towards their own personal development.

The readiness prompts (below) will help you to determine what steps to take to engage your young people.

By **Implicit**, we mean – Life skills development is subtly designed into sessions and young people are not aware they are on a personal development journey.

By **Explicit**, we mean - young people are aware they are on a personal development journey.

#### Readiness Prompts - Signs for 'Implicit' life skills development

##### Young people:

- Are able to identify areas of interest
- Show interest in their own development
- Show interest in contributing to sessions, in addition to sporting participation
- Contribute to wider discussions
- Are starting to identify their own strengths
- Start to show a willingness to learn
- Show an interest in future sessions
- Show signs of confidence being built ie: are more vocal
- Show an awareness and interest in their lifestyle and emotional wellbeing

#### Readiness Prompts - Signs for 'Explicit' life skills development

##### Young People:

- Are keener to share their views and have some responsibility within sessions
- Are willing and able to start working in a team or on a task
- Are willing to take on challenges
- Are willing to take responsibility for their actions
- Are starting to build on and learn from their mistakes
- Are willing to take responsibility for their own learning and development
- Have started to identify areas of strength and what is needed to improve
- Contribute to wider discussions ie: about having a healthy lifestyle and emotional wellbeing
- Are engaging & enthusiastic about contributing further
- Are becoming more open-minded: willing to try new things & open to different opinions
- Role modelling behaviour ie: On time and reliable
- Are interested in the health and welfare of others

Organisations within the pilot used readiness checking processes that suited and fitted their local context. It is also important to recognise that some LTOs in the pilot (often with strong track record in this style of work) chose to work with very targeted young people, who were not necessarily demonstrating readiness, but the opportunity to help and support these young people was important to them as an organisation.



## FACTOR 3

### ADAPT YOUR APPROACH DEPENDING ON THE READINESS OF THE YOUNG PEOPLE YOU ARE WORKING WITH. WE HAVE RECOGNISED TWO WAYS OF BUILDING ON THIS ENGAGEMENT WORK.

1. Life Skills are **Implicitly** designed into Doorstep Sport sessions – This is the suggested approach to take when the group you are working with are NOT demonstrating readiness to be proactive in their personal development journey.

It is important instead to create an environment where the opportunities to enhance life skills are subtly incorporated into the Doorstep Sport sessions and the young people are **NOT** aware they are on a personal development journey.

2. Development of a needs lead **Explicit** Personal Development Programme for young people – This is the suggested approach to take when the young people you are working with do show positive signs of readiness and/or you are confident that they can engage in a process of personal development.

This process is **EXPLICIT** and the young people are aware they are engaged in this way.







## LIFE SKILLS IMPLICITLY DESIGNED INTO DOORSTEP SPORT SESSIONS

This section looks at how coaches and leaders can develop empowering sessions with young people through subtle and considered actions in which life skills development is implicitly designed into your Doorstep Sport session.



## Factors TO CONSIDER

### 1 CREATING LEARNING EXPERIENCES THROUGH THE RUNNING OF EXISTING SPORT SESSIONS

Include small tasks within sessions and delegate these to the young people who you are aiming to develop. This hand over of responsibility to them has been noted as a powerful first step by LTOs who chose to deliver an implicit programme. For example:

- West Brom Basketball asked young people to carry equipment into sessions.
- One Voice Blackburn asked girls to deliver warm up activities.
- Wigan Athletic asked young people to take registers and swap teams around in sessions.
- Once Voice Blackburn asked young people to 'take over' club's social media to promote sessions and utilise their skill set.
- Active Blackpool encouraged young people to discuss ideas before leading, to get into the mindset of being a sports coach.
- Mad Runners encouraged young people to buddy up with each other, preferably with different abilities to create an inclusive and welcoming environment.
- Helping to create a good vibe at the session through setting up music playlists and contributing to social interactions



## 2

## ENHANCING SESSIONS TO CREATE DIFFERENT LEARNING OPPORTUNITIES

The LTAs SERVES Social Change Programme is an innovative programme that is designed to use the power of tennis to positively impact the lives of young people facing disadvantage. The LTAs SERVES Social Change Programme is made up of community 'SERVES' sites all over the UK that integrate tennis and youth work to tackle social issues affecting the community. The LTAs SERVES Social Change Programme aims to develop the following key social impact outcomes in young people: [Health](#), [Self-confidence](#), and [Community cohesion](#).

The programme empowers young people to acquire the knowledge, understanding and skills they need to manage a healthy lifestyle, build their self-confidence, develop employability skills and enable young people from different backgrounds to develop better relationships through shared values and tennis. Key messages are delivered through informal learning using tennis as a proven tool for engaging, inspiring and teaching young people.

[Click here](#) for LTAs SERVES Social Change Programme

[Click here](#) for the Social Change Interactive Monitoring & Evaluation Tools Self Reflection tool

## 3

## CREATING NEW SPORT SESSIONS AND ACTIVITIES THAT GENERATE DIFFERENT LEARNING OPPORTUNITIES

Your existing activity sessions will provide opportunities for personal development, life skills that naturally fit with your provision are useful to start implicit delivery. When you are ready, consider trying new sporting activities that create different opportunities but beware, try to avoid shoehorning skills into sessions that don't obviously fit and are quite different to normal delivery, young people may become disengaged. For example:

- **Daisy UK** said "Confidence to believe in themselves and accepting their disability is the most important life skill for our young people. Accepting and embracing their disabilities requires confidence, so Building the Best Me has helped a lot with this".
- **Active Blackpool** said, "Other People and Me has been the easiest due to the nature of sport and being involved in a team".
- **Baby People** said, "dance and art are closely suited with Creative Me", and **One Voice Blackburn** told us "Creative Me was easier than expected. They have so many ideas for leading sessions and creating the social action project".
- **One Voice Blackburn** also said "we made a One Voice TikTok and Snapchat account as young people already engaged with these in sessions. They were able to take responsibility for these and feel empowered by sharing their skills".
- **Research and Me** was noted as a more explicit life skill, often seen as more difficult to incorporate into sessions without shoehorning an activity. **Active Blackpool** said, "examples or case studies of how to incorporate life skills into sessions would be useful". Therefore, later in this guide we have provided further examples of how LTOs across the network have achieved this.



## 4

## GENERIC TEAM BUILDING ACTIVITIES

Some LTOs found it useful to develop a series of games and activities that were very generic in nature – i.e., team building and team challenges.

[Activator Booklet for Icebreakers, Energisers, Team Builders & Sports Games](#)

StreetGames are keen to explore with interested organisations the demand for further resources such as activator type training and possible product development. Please contact your regional team if you would like to help.

Team building activities can be used as a starting point to build a group culture within newly formed sessions. Warrington Youth Zone used these activities during the first month of their programme to build confidence and allow the group to get to know each other.

Alternatively, Wigan Athletic often used team building activities to create a relaxed environment that enabled conversation to flow between young people and their coaches. This allowed staff to encourage young people to reflect after the activities on what they had learnt or worked on throughout the session.





## 5 YOUNG PEOPLE BEING INVOLVED OUTSIDE OF THE SESSION

The running of Doorstep Sport Sessions offers lots of opportunities outside of the session for young people to be involved and thereby enhancing their life skills. Several different ideas have been developed through this pilot and through wider Street Games programmes.

Young people can play an important role in the following:

- Helping to promote the sessions through social media activity
- Acting as a Peer Promoter and supporting others to get involved in Doorstep Sport sessions
- Acting as Peer Researcher – talking to their peers to find out what they are interested in /care about, collecting info about sessional attendance, and analysing and reporting on findings
- Being involved in Co-production activities – expressing opinions about motivations and barriers in a helpful and constructive way
- Further tips and tools for how to encourage youth voice within your work can be found in the [Youth Voice Toolkit](#)



## 6 CREATING “IN THE MOMENT” DISCUSSIONS ABOUT ASPECTS OF LIFE SKILLS AND DEVELOPING ONE TO ONE DISCUSSION WITH YOUNG PEOPLE

‘In the moment’ and ‘1-2-1’ discussions provide an opportunity for young people to be reflective and consider the skills they have learnt and/or used within the sessions. It is important to consider how you would approach these conversations. StreetGames can provide further support in this regard, see our [Training Menu](#)

Some examples of how LTOs utilised discussions in the pilot include:

- **Wigan Athletic** used ‘in the moment’ discussions on the side of the football pitch to allow young people to approach leaders when they felt ready to talk and engage in activities. They stressed the importance of remembering small successes such as a young person engaging in conversation more this week compared to last.
- **Active Blackpool** used 1-2-1s to engage young people in discussions and avoid others disrupting the group conversations, commonly held when a young person decided to take a smoking break. However, to allow trust to be formed between staff and the young people these conversations started a few weeks into the programme.
- **Mad Runners** were able to incorporate both types of discussion. The coach offered 1-2-1 support to build training plans to achieve specific goals and ‘in the moment’ discussions were sparked as young people used Strava to track their progress, encourage one another and discuss how to better themselves using functions such as pace and time.



THIS SECTION LOOKS AT HOW COACHES AND LEADERS CAN SUPPORT YOUNG PEOPLE ON THEIR DEVELOPMENT JOURNEY





## 1 IDENTIFYING YOUR GROUP OF YOUNG PEOPLE

- It's easier to work with young people with whom you have an existing relationship
- It may be that some of the group are ready and some are not – therefore some take this next step now and others might not
- You might want to recruit some new people to bolster an existing group who have been identified to take part in a personal development journey- separate to the existing Doorstep Sport session
- Once you have identified your cohort of young people you need to consider how you will create the time and space to work closely with these young people.

## 2 CREATING YOUR GROUP SESSIONS

There are a number of ways in which sessions can be delivered:

**The existing Doorstep Sport session includes Personal Development time as part of the session.**

At Wigan Athletic FC it was decided to incorporate Personal Development time into the existing football sessions. A proportion of the session (at the end) was set aside for group activity based on the life skills. This at first was challenging as the group were reluctant and embarrassed about engaging in the discussion and reflection activities that had been planned. But the team persevered and bit by bit the group became more accustomed to the sessions running in this way.

Baby People work with many young people who are not in full time education and do not engage well when being taught in a mainstream educational way or feel like they are being taught something, Baby People selected a group of young people who could support each other on the journey and the confidence and relationships built allowed the young people to support each other on their journey. Rather than having a learning topic they would drop a learning point into conversations and have discussions with time for reflection and development built in.

The Brierley Hill Project allowed the development of the young people's life skills during sessions that were already running within the organisation. They felt that the flow and structure of a football session allowed the young people to take on responsibility at their own pace, by assisting or leading where they felt comfortable. This could be as

simple as allowing the lads to carry balls and other equipment into the session or even leading the whole session. The young people began to think about the choices they made and how these affected others in the session. The staff were aware that they had to let the young people take the lead at the own speed and allow them the opportunity as and when they felt ready building confidence, competence and self-awareness all skills needed for building the best me.

**A new Doorstep Sport session is set up for a selected cohort of young people.**

This can be an easier way of working as dedicated time and space is found for the cohort of young people. It also helps to create a separation from the existing activity into a session with a slightly different ethos.



Warrington Youth Zone chose to create a new separate session as they believed it was best to build the programme with no preconceptions from staff or young people. This allowed all young people to enter the group with a clear understanding of what and why they had been asked to join, and work towards the same target. This LTO argued being transparent throughout allowed the young people to co-design the group and progress onto existing youth club sessions such as NCS or young leaders.

**A small cohort of young people are supporting the running of existing sessions, through planned development activities**



Young people took part in an application process to secure a place on the empowerment programme at Abraham Moss. This included an interview to assess readiness because the organisation was keen to gain a high level of investment from the young people, such as, a commitment to 150 hours of volunteering alongside the development of life skills. Abraham Moss opted to break down each life skills into 5-7 elements to help young people understand what they had to do. To successfully 'pass' a life skill, the young people had to demonstrate the skills 10 times to ensure learning had taken place. As the young people became empowered within their roles, they began to support the delivery of existing club coaching sessions to increase visibility of the programme and ensure empowerment was embedded throughout.



### 3 DESIGNING YOUR PROGRAMME

You now know which young people you want to work with and how you will create the time and space to work with the cohort you have targeted. You now need to consider how best to design the sessions to meet the needs of the group.



#### What matters to you as an organisation? What is your end goal? what change do you want to see?

Think about whether you want your young people to develop individually as well as a team, considering different opportunities for this to take place that link to your wider objectives or form part of your current activities. Are you more focussed on individual impact, or do you have a desire to have an impact on the wider community too? Answers to these will help you to design activities, projects or end goals for your group.

#### Motivations of group and maximising engagement

Give your group choice over the life skills they wish to focus on, this can be done as an interactive engagement session using the ['Life Skills Curriculum'](#). Bringing awareness to the skills young people might want to develop is the first step to feeling connected to areas they wish to develop and motivated to take action. This will help you design future sessions which meet your learners' individual needs.

The ['Life skills Tracker'](#) is an example of a tool that can be used to reflect on where they are currently at, can be used as a conversational tool & can help recognise and measure progress.

#### Examples of how the different life skills can be developed in sessions

The table below gives some practical examples of the types of activities you can create learning opportunities around. Groups have told us, particularly in practical sessions 'Building the Best Me' and 'Other People and Me' are those they have found the easiest to incorporate. With the other three needing a little more consideration to plan task for developing in, around or outside of the session.



### LIFE SKILLS EXAMPLES

LIFE SKILLS	LTO	EXAMPLE
Building the Best Me	IMO Charity	'Building the Best Me naturally developed through the project as they gained more confidence in themselves.'
	Mad Runners	'Resilience and commitment also developed through training outdoors during the winter months.'
Other People and Me	West Brom Basketball	'It's a team sport so communication is key, and it is easy to demonstrate through the games.'
	Mad Runners	'Started to give 'roles' during sessions to grow life skills, e.g., other people and me, supporting each other's varied fitness levels around the track.'
Research and Me	IMO Charity	'Young people really enjoyed Research and Me to research defibs and contact local organisations. The research needed a purpose to be engaging for example, the social action project, fundraising for and setting up a local defib.'
	Wigan Athletic	'Young people researched the best which product would be best to give out at their social action event, a football tournament. They wanted to find something that helped others with their mental health.'
Creative Me	Baby People	'Things like dance, music and arts naturally fit with creative me.'
	Active Blackpool	'Creative Me has been fairly easy to do, allowing young people to start thinking as a sport coach rather than a participant.'
Digital Me	Abraham Moss	'Our young people began podcasting their journey through the programme after attending an initial training session. Every child was also given a phone to to record pictures, videos, and text of how they engaged with the project.'
	Mad Runners	'Using tools that already exist to support Digital Me helped us, for example, we used Strava as a tool to engage young people with digital skills outside of sessions.'





# Give your group space to practice these skills and apply them with your support

Young people need lots of opportunities to have a go, discuss, plan and reflect and build on opportunities to embed these skills. Providing different settings and methods for young people to reflect when things haven't gone to plan are often even more valuable than when they did. Encouraging a safe space to nurture and problem solve through this can help young people feel this value whilst building confidence.

## HOW TO BRING SKILLS ALIVE IN REAL AUTHENTIC SITUATIONS



MAKE THEM AWARE



PRACTICE



APPLY WITH SUPPORT



ENCOURAGE INDEPENDENT USE

DIGITAL SKILLS	SELF-MANAGEMENT	MANAGING RELATIONSHIPS	CREATIVITY	MANAGING INFORMATION
DIGITAL ME	BUILDING THE BEST ME	OTHER PEOPLE AND ME	CREATIVE ME	RESEARCH AND ME
USING APPS	KNOWING MYSELF	WORKING WITH OTHERS	CREATIVITY	BEING CURIOUS
DIGITAL USE	SELF-CONTROL	COMMUNICATING	IMAGINATION	FINDING INFORMATION
PRODUCING	SELF-CONFIDENCE	ASKING QUESTIONS	FOLLOW THROUGH	RECORDING INFORMATION
DESIGNING	MAKING CONSIDERED DECISIONS	USING PRAISE	PROBLEM SOLVING	DISCUSSING & DEBATING
MARKETING	SETTING & ACHIEVING GOALS	LEADING	OPEN MINDEDNESS	THINKING CRITICALLY
VIDEO MAKING	PLANNING	RECOGNISING HOW OTHERS FEEL	THINKING DIFFERENTLY	EVALUATING INFORMATION
TECH SAVVINESS	REFLECTING	RESPECTING DIFFERENCE	FLEXIBILITY	PRESENTING INFORMATION
DIGITAL SAFETY	USING INITIATIVE	HAVING EMPATHY	IMPLEMENTING IDEAS	
	MAINTAINING WELLBEING	BEING OPTIMISTIC	ADAPTABILITY	
	RESILIENCE	RESOLVING CONFLICT		

## How can Social Action help to embed the learning?

A number of LTOs in the pilot programme fully utilised the transformative opportunities created by taking part in social action driven work.

Youth social action refers to activities that young people do to make a positive difference to others or the environment. There are lots of ways in which young people can take practical action to make a positive difference: these include volunteering, fundraising, campaigning or supporting peers.

It can act as an opportunity to further build confidence, independence and provides opportunities for group to work together to further practice, apply and embed, new skills in different settings.





Social Action has multiple levels of success, giving great rewards to local organisations, the community and individual. Some examples of social action projects run by LTOs in the pilot project include:

### Peer Support & Community Organising

At Wigan Athletic, young people chose to arrange a stall at a community football event focused on mental health awareness. The young people researched, planned, and delivered the event, highlighting their strengths and weaknesses. The females became more confident within their roles on the day.

### Formal Volunteering

The young people at Anfield Sports played a huge part in the development and delivery of the HAF programme. Many of them have now progressed from participants to young leaders and coaches as they have developed significantly as a result of the programme.

### Advocacy & Community Organising

Significant community development became a key focus of the young people involved at Abraham Moss. They worked across all the life skills to help them successfully research, campaign, build community interest and fundraise to refurbish and upgrade a local park. The PR and success of the social action brought about the re-naming of the park to reflect the club's work.

### Advocacy & Campaigning

Influenced by reoccurring news of sudden heart attacks in sporting arenas, young people at IMO utilised their social action project to raise awareness and fundraise for defibrillators to be available within the community. In partnership with 'Benefit Mankind,' the young people secured four defibrillators and worked with the North West Ambulance service to ensure they were placed in the correct locations. Each site has been celebrated by the local community, leaving the young people feeling extremely proud of what they have achieved.

**Further Reading:** Check out our [Lessons of StreetGames Young Volunteers](#), in which we share over 12 years of learning about 'what works' when encouraging disadvantaged young people to volunteer and take social action.

For more details, ideas, resources & examples of Youth Social Action check out the UK wide movement [#IWill](#)

## Developing your Group Further: How ready are your group to engage in training?

Once your group has had the chance to build confidence, have a go, practice, and develop as individuals and a group, they might be ready to take on some new learning to build on this experience they have had. Linking learning in with their journey and giving them some autonomy over what this learning is, can help to get buy-in for contributing and continued involvement.

If you are interested in taking this next step, and would like to receive some support, please speak to your local DSA. StreetGames Training Academy have several relevant training courses for both staff and young people around [developing young people full menu](#).



## CASE STUDIES Training

A few of **West Bromwich Basketball club's** young people accessed level 1 referee, coach, and table official courses, this allowed the young people to have the confidence and competence to volunteer and lead sessions.

Delivering sessions naturally develops character and personal skills and utilising the knowledge and skills they had gained allowed several matches to take place that might not have been possible without the young people undertaking the qualifications. Delivering sessions naturally develops character and personal skills and utilising the knowledge and skills they had gained allowed several matches to take place that might not have been possible without the young people undertaking the qualifications.

Since originally being solely an athletics club, the group **Madrunners**, have embraced a wider view and desire for different physical activities. So much so their young people wanted to take part in some Multi-Skills Activator training in order to start to think through ideas to deliver a broader programme of physical activity alongside their athletics.

For the final element of their Doorstep Sport + Empowerment journey, the girls at **IMO in Blackburn** wanted to build confidence and competence in getting other young girls active in their communities. They chose to take part in a 3 hour Multi-Skills Activator course to practice group delivery, get some new ideas & learn about some new tools like STEPS, used to adapt session and include different participants in fun and flexible ways.

## 4 WHAT NEXT?

Supporting the development of young people is an ongoing process. People develop in different ways and at different paces. What is important is the aspiration to help young people continue their journey.

StreetGames is committed to supporting organisations to help create real life opportunities for young people to access empowering environments through new experiences.

Taking part in sports festivals, off site visits to new places, day trips away, residential and role modelling are all very valuable life opportunities. Lots of little steps often create lasting change for young people. Volunteering is also a vital tool LTOs can utilise to help young people recognise their contribution.

Please speak to your local DSA to explore next steps linked to regional & national volunteering & leadership opportunities like [#NexGen](#), residential & sport events.







## ENHANCING YOUR CAPACITY AND CAPABILITY TO SUPPORT THIS WORK

This section will focus on the actions the organisation itself needs to consider when looking to support the empowerment of young people.

FUNDAMENTAL TO STARTING A LIFE SKILLS JOURNEY IS BUILDING A SECURE RELATIONSHIP BASED ON TRUST BETWEEN STAFF & YOUNG PEOPLE.



### Readiness Signs for Staff :

- Staff understand what is in their young people's quality world
- Staff understand more about their young people's motivations for attending sessions
- Staff are able to create an environment where young people feel a sense of belonging, have a voice and choice over activities delivered and feel they have an ability to do things
- Have a personal centred approach
- Have a holistic approach to development when delivering sport: using models like the 5Cs (looking at building competence, confidence, connection, creativity, character & caring & developing personal, social & mental skills alongside their physical, technical or tactical)



# ? ASK YOURSELF THESE 3 FUNDAMENTAL QUESTIONS

## Q1 IS YOUR CLUB/ ORGANISATION COMMITTED TO THE ONGOING DEVELOPMENT OF YOUNG PEOPLE AND DO YOU OPERATE BY A YOUTH LED PHILOSOPHY?

Yes - Next question

No - I think we could do more

Doorstep sport sessions should have the young person at the centre of the delivery. Check out some of our resources and training to explore ideas to get you started. You can also contact your regional Doorstep Sport Advisor (DSA), Fieldworker or Regional Training Lead if you need support in developing and/or reviewing your strategy to do more to grow and develop young people.

### RESOURCES AND TRAINING

- [Click here](#) to watch the video
- [Click here](#) for Doorstep Sport Insight
- [Click here](#) for Workshop Overview

### OTHER TRAINING THAT WILL SUPPORT THE DELIVERY OF EMPOWERING SESSIONS IS:

- [Click here](#) for Youth Action with Young Volunteers

## LEARNING FROM WIRRAL SDU

Although aspects of a youth led philosophy were being used at Wirral, the programme has encouraged them to embed empowerment across their organisation. A member of staff at Wirral said, 'an unexpected outcome of the programme was the learning our community leaders took from this alternative approach. The mentoring course enhanced our ability to listen to young people and add depth to our sessions.'



## Q2 DO YOU HAVE THE COMMITMENT FROM STAFF TO SUPPORT A PROCESS THAT DEVELOPS LIFE SKILLS?

Yes

Doorstep Sport sessions should have the young person at the centre of the delivery – use the downloadable resources throughout this guide to help shape your programme and to understand how you can make your session young person led. Contact your regional StreetGames team if you need support in developing and reviewing your strategy to do more to grow and develop young people.

No

Please speak to your StreetGames regional team on how you can develop an action plan to support you in this work.

## Q3 ARE YOU READY TO BE A “SHOWCASE” ORGANISATION, RECOGNISED FOR YOUR WORK IN THIS AREA?

We would like Showcase organisations to support others to learn through providing support through being actively involved in communities of learning, mentoring others, visits and presentations about your work.

Yes

Fantastic, we are keen to develop a community of learning in this space which continues to drive our learning in this area – please flag your interest to the Regional StreetGames team. Through this, you may be asked to support the StreetGames team at networking meetings and be highlighted as a showcase LTO.

No

We recognise we want to develop strong foundations which to build our ambition from.



