# Live Life Adventure: Identifying and Filling a Provision Gap in Cheltenham

**Overview:**
After asking secondary school Heads of PE to identify gaps in their provision that the School Games could fill, Cheltenham SGO Josh Hanley set up a project to give disengaged and inactive children and young people (CYP) a new opportunity for a positive experience of physical activity.

This was to be in an environment they could then find locally in their communities, such as countryside walks, and be something which they may not usually access during or after school. The result was an outdoor education day at a local Scout centre.

# Live Life Adventure

**Objectives**

- Encourage children unengaged with physical activity to see the positives that come from being outdoors and working with a team
- Ensure the target children and young people (CYP) had access to physical activity outside the traditional environment
- Provide a postitive leadership experience for CYP

**Who was the target audience and how were they engaged?**

Through consultations and surveys with Heads of PE and other staff members at local schools, Josh identified a gap in provision for CYP who were currently going through a transition point in their school lives. The target group was established as CYP who were disengaged or inactive within Year 3 and Year 7/8.

During the consultation period it was identified that the way to engage with this demographic would be by offering them opportunities that are outside the traditional school environment. Hence the decision to partner with a local Outdoor Education team called Live Life Adventure and the Scout group in Craneham.

**Why was the activity unique?**

The activities were very different to anything the target CYP were likely to have experienced and included team building, lateral thinking and cooking food around a camp fire. The activity engaged both mainstream and special schools, bringing together specifically selected children in an outdoor activity environment, focusing on them working together to achieve varying tasks during the day. The partners the SGO worked with were promoted during and after the event, with the ambition to encourage children to take up the new activities, such as orienteering and cave climbing, in their own time.

**What was the impact felt in schools and by CYP?**

50 select children from 5 schools took part. From the qualitative responses on the day, all the children enjoyed the experience and liked the variety of activities. The increase in the children's social skills and the way they collaborated to find solutions to the tasks became more evident as the day progressed.

The senior leadership teams of many participating schools saw the impact on the day and provided positive feedback including asking for more similar events to be offered in the next academic year.

The strong response from CYP and staff, coupled with the expressed desire for the activity to be repeated, shows the activity's success.

**Why is this an example of School Games best practice?**

There is a clear intention of who the SGO was targeting with this activity, but it is also clear that this was driven by consultation with the schools directly.

By taking the time to reflect how the School Games was currently supporting the local schools, Josh was able to identify a gap and introduce a new targeted activity, offering added value to both PE departments at the individual schools and the CYP who were identified to take part.

**For more information please contact the entrant on josh@move-more.org**