

Holiday Activities Case Study (Littlemore)

Introduction

The Youth Ambition programme has £138,000 budget to provide holiday activities within Oxford's regeneration areas. The team grant funds voluntary and community groups to deliver activities and where there are gaps in youth provision, the Youth Ambition team will provide the activities themselves. One of the areas identified as lacking youth provision for the identified age group was Littlemore.

During the project we aimed to offer young people a host of fun, challenging, creative and engaging non-formal learning and leisure activities. We involved young people in the planning, leading, delivery and evaluation of activities through our young leader project and the theme for the holiday project was to promote equality and diversity. This was accomplished by delivering organised activities designed to celebrate culture, the local community and four areas of diversity which included sexuality, disability, gender and race. The activities used to explore this included: a film project, cooking from around the world, and arts and photography project, sports from around the world and the delivery of activities exploring diversity and the four areas previously identified.

How much did the project do and how well did you do it?

Over the four weeks 26 young people attended the project.

11 young people who attended were from the following priority groups:

Young people who are disabled	1
Young people from Black and Ethnic Priority Groups	9
Young Girls	2

Young people were involved in the planning, preparation, delivery and evaluation of this project:

Planning	Young Leader – choosing activities to deliver Group – helped to identify equipment to purchase before the start of the project
Preparation	Young leader helped to set up for the session and activities, helping to pack away, taking part in briefing and debriefing, preparing equipment for activities they led, encouraging other young people to get involved in activities
Delivery	Young leader led a minimum of two activities per week Group supported with delivery through their involvement in reading out scenarios etc.
Evaluation	Taking part in evaluations at the end of each day – led by the young leader, young leader attending debriefing at the end of each session and the group completed a 'Wallpaper Walk' tool at the end of the project.

Is anyone better off? Qualitative

1. Young people recognise, respect and value peoples differences.

Over the last four weeks sessions have been planned to ensure that a wide range of activities are on offer each day to young people with a common theme of celebrating diversity. Young people have taken part in cooking activities that have looked at different recipes from around the world, sports that are played around the world, attended trips with a focus on understanding more about diversity and their local environment, have taken part in an art and photography project focused on celebrating diversity and their local community and have also taken part in activities that celebrate diversity by looking at four main areas including disability, sexuality, gender and race.

The evaluation and feedback from young people has helped identify that this outcome has been met through the activities delivered and conversations had. Young people had this to say:

- “Everyone is unique no matter who they are”
- “Diversity is important because everyone is equal”
- “You shouldn’t judge people for being LGBT or for having a disability”
- “I enjoyed the activities and now know what LGBTQ+ stands for”
- “It’s interesting to find out about other people”
- “It’s important to respect each other”
- “When I watched black panther before I didn’t think about how important it is. It’s about equality”
- “I have never seen a film about an LGBT person. More movies should be made about LGBTQ+ people. It’s important.”
- “It doesn’t matter whether boys love boys or girls love girls”
- “Being disabled doesn’t mean you can’t do things”
- “People’s differences should not be judged, they should be celebrated”
- “It was good to try different food”
- “I liked cooking the new food”

2. Young people are involved in the planning, leading, delivering and evaluating activities is embedded in the programme.

Leading from the involvement programme a young leader supported on all aspects of the project (planning, preparation, delivery and evaluation) and when evaluating the process had this to say:

1. Have you enjoyed being a young leader?
Yes I have enjoyed being a young leader because it has taught me a lot of new skills like to be more confident.
2. What have you learnt?
I have learnt how to lead activities
I have learnt better listening and communication skills
3. What is one thing you could do to improve?
Get more people to come to the youth club
4. Will you continue being a young leader?
Yes I will because I really enjoyed doing it.

The skills, knowledge and capabilities developed by young people are:

- Young people develop planning and preparation skills
- Young people are able to lead activities
- Young people reflect on what they have learned and achieved
- Young people can set themselves goals and will keep going when things get difficult
- Young people are able to work collaboratively with their peers and others
- Young people have appropriate communication in different situations
- Young people promote and celebrate difference
- Young people do not discriminate against other young people on any grounds

Is anyone better off? Quantitative

Eight young people have gained an AQA accreditation from this project by completing the four diversity workshops on gender, race, sexuality and disability and making a poster to show their learning.

One young person has gained an AQA accreditation in being a young leader by supporting staff at each stage of the project.

Nine young people were involved in the completion of the 'Wallpaper Walk' evaluation tool and their feedback identified that they were better off in regards to the outcomes.