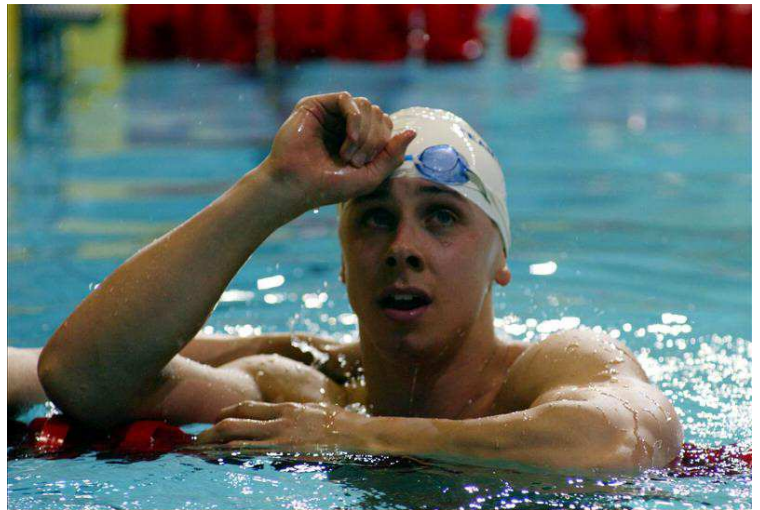


EDUCATION CASE STUDY: Birmingham

Former European and Commonwealth Champion Adam Whitehead, now invests the majority of his time back into grassroots sport. Not only is Adam involved in RAMP, but he is also a Sporting Champion and changingLIVES Athlete Mentor.



“My work as an Athlete Mentor has given me good experience of working with young people, often from difficult backgrounds. I feel I have helped inspire and motivate them using my own experiences as a young person and as an international athlete.”

Adam has been paired to work with a young person aged 16 from a school in Birmingham. Despite being in full time education, James* is at risk of exclusion due to his behaviour in class. He has previously been suspended for aggressive behaviour and verbal abuse towards females.

James is a keen footballer, and at the first meeting with Adam promptly listed seven sports he would like to try over the next six months! Most importantly Adam felt that the primary task working with James would be to address his behavioural issues. They conducted a self-review assessment and his parents divorce, and reduced time with his father was identified as the main cause. Together they drew up a behavioural contract, outlining what behaviours are, and are not acceptable when they work together. James committed to trying to implement the contract outside of session with Adam as well.

Since his first intervention with Adam, the teachers have described James as much calmer. His attention and work has improved, and so has his general behaviour and attitude towards teachers.

Adam has committed over the next three months to monitor and help James sustain his newfound good behaviour and improve the quality of his homework. In return for the effort James has put into changing his ways in such a short period of time, Adam has also agreed to help James join a snooker, and enroll him on a football refereeing course.

*Young person's name changed to protect their identity.

RAMP CASE STUDY: Newham

At the age of 17, Sam Coombes was British Junior Number 1 800m runner. Through his previous work as a Police Constable and a teacher, he has extensive experience dealing with disaffected and disadvantaged young people. Sam has been paired to work with James* at a school in Newham.

James requires a lot of support to improve his literacy at school, and is constantly in trouble both in and out of class. He has been given several Anti-Social Behaviour Orders and has been arrested three times for being part of a Plaistow-located gang. His teachers referred him to RAMP in the hope that a mentor would help him change his way of life.

On discussing his literacy skills with Sam, it was evident that James was keen and determined to overcome the issue and he stressed that he wanted to work hard at this with Sam's help.

When Sam arrived for his second session, James told him that he had made a really conscious effort to improve his behaviour since they last met. They played football and Sam developed some training drills for James to improve his fitness. He had previously expressed a desire to be a professional footballer, but at the time was not even playing for a team outside of school.

Sam will be working with James over the next six months to improve his literacy and help him to achieve his Duke of Edinburgh and ASDAN awards. Outside school Sam is looking to signpost James to a local football club and find other activities to reduce the amount of time James spends on the streets.

Prior to Sam's most recent meeting with James, he met with his form tutor and the school's dyslexic co-ordinator. They gave "glowing feedback of how James had drastically improved in his literacy support classes since being involved in RAMP". James was described as having come out of his shell and is much more studious.

Sam has recently been invited to a parental review day where he met with James's brother and partner. Sam described the work he and James have been doing in RAMP over the past few months which will be relayed back to James's mother. They agreed with James that he should work towards 4 GCSEs to gain him access to college.

"As I walked in to see James, I witnessed a broad genuine smile as he came bounding towards me." Sam Coombes – Athlete Mentor

*Young person's name changed to protect their identity.



Education Case Study

Mike Mullen – Wiltshire

BMX biker Mike Mullen believes that every new move in his sport poses a new challenge to overcome. The risks have to be calculated against the potential points that can be earned, long and short-term goal setting is imperative to learn new tricks.

Mike has been paired to work with a young person; Tim* at a Special Educational Needs College in Wiltshire. Tim has been referred to the school for causing problems in the local community, mainly anti-social behaviour issues. He is banned from certain areas and public transport in his hometown. At school he is working towards vocational qualifications including BTECs in sport and hairdressing.

Tim's teachers have said he needs to work on his behaviour in the community and respect towards females. They also expressed a wish to have a BMX track on the premises and wondered if the project would be something Mike and Tim would like to develop. Tim was excited about the idea, especially when the school said it could be named after him.

Over the last few months Mike and Tim have been visiting other local skate parks to look at the designs and have been researching health and safety regulations that will need to be factored into the construction. Tim has spent time between sessions analysing two possible sites within the school grounds, factoring in drainage (so the park does not become flooded) and ramps for different abilities. He has also approached the college for additional funding for safety equipment, which has been approved.

