

New Lodge Youth/TAMHI Evaluation of Street Games Pilot Project



In association with Cruinn Associates



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Sport Northern Ireland is the leading public body for the development of sport. It creates and develops programmes and partnerships that will address increased participation in sport and physical recreation; improve sporting performance; and improve efficiency and effectiveness in the administration of sport.



New Philanthropy Capital's (NPC) Well-Being Measure is a survey-based tool that measures how children feel. It has been fully validated. It is a practical way of quantifying the impact on a group of ten or more young people aged 11-18 years old, by looking at eight aspects of well-being.



Street Games is a UK charity set up by six neighbourhood sports projects. In 2005, they came together to make sport more widely available for disadvantaged young people and to maximise the power of sport to change lives and to change disadvantaged communities. Through sport the Street Games Network change lives, changes sport and changes communities.



Tackling Awareness of Mental Health Issues (TAMHI) has been at the forefront of delivering services aimed at raising awareness of mental health and working primarily with groups in North & West Belfast and outreach to clubs using the power of sport to tackle issues that impact their members.



New Lodge Youth Centre is the leading youth centre in the New Lodge community; serving is to increase programme delivery and maximise the overall potential of the Centre by ensuring greater accessibility and usage by local young people we deliver computer skills training, personal development programmes and accredited training, youth leadership and volunteering opportunities and cross-community activities.



Introduction

Street Games promotes Doorstep Sport – that is sport in disadvantaged communities that takes place at the right time, at the right place, in the right style and at the right price. Street Games manages the network of Doorstep Sport providers. There are over 600 organisations in the network across the UK concerned with the well-being of disadvantaged young people. Street Games does not own or control these organisations – they are independent and shaped by the needs of the young people in their own neighbourhood.

TAMHI & New Lodge Youth invited Street Games into the New Lodge community in May 2015 and the organisation held an introductory workshop with a number of local sports, community and voluntary groups in a local youth centre to introduce them to Street Games and its programmes and project activities. As a result, TAMHI decided to conduct a pilot project in the local neighbourhood to test the concept and to measure the impact using NPC's Well-Being Measure. The pilot was part funded by Sport NI Lottery Funding.

A series of planning meetings ensued between TAMHI, New Lodge Youth and Street Games and the evaluator was present at both workshop and initial planning meeting for the pilot. TAMHI subsequently developed a work plan and invited local youth providers in the neighbourhood to participate in the pilot. These groups included New Lodge Youth Club, Star Youth Club, Belfast and Belfast Sports Development Network.

The pilot initially planned to engage with 20 Volunteer Leaders (aged 16-18) on the pilot delivery project which commenced 1st August to 5th November 2015. This group were trained by qualified multi-sport coaches from Belfast Sports Development Network (BSDN) in initial preparation for the Street Games pilot. The coaching phase took place between a 10 week period between May 2015 and end of July 2015.

The estimated population of New Lodge Ward at 30th June 2014 was 4,811, of which 2,354 (48.9%) were male and 2,457 (51.1%) were female. 1,016 children aged 0-15 years live in the New Lodge. The Ward ranks third in Northern Ireland's Multiple Deprivation Measure (NIMDM) out of 582 wards¹. It is ranked as a high area of social disadvantage and deprivation across a range of health, employment, income, education and crime factors.

¹ NINIS/NISRA Source: <http://www.ninis2.nisra.gov.uk/public/AreaProfileReportViewer.aspx?tabchangeReportName=Electoral%20Ward>

Pilot Project Activities

A range of multi-sports were offered during the Street Games pilot phase in order to reach children who are deemed 'difficult to engage' or 'hard to reach' and included provision of mainstream and new multi-sport activities in Street Games format made available to the local youth in the local New Lodge community and nearby areas. A summary of key activities including attendance and gender breakdown are in **Table 1**.

Table 1: TAMHI Street Games Pilot – Activity Outputs (by Attendees/Gender)

Date	Venue	Attendance	Male	Female
01.08.15	Waterworks Fun Day	42	39	3
07.08.15	Free Play Football– POP UP/North Queen Street Pk	16	16	0
07.08.15	Multi-Sports - New Lodge Road Youth	26	26	0
08.08.15	Free Play Football - POP UP	12	12	0
10.08.15	OFMDFM Summer Programme	11	5	6
11.08.15	Kinder Kids/St Malachy's 3G	14	8	6
12.08.15	Kinder Kids/St Malachy's 3G	16	9	7
14.08.15	Street Games Football/North Queen Street Park	13	13	0
15.08.15	Street Games Football/North Queen Street Park	11	11	0
15.08.15	Multi Sport - POP-UP/New Lodge Road Youth	15	15	0
20.08.15	Community Fun Day - POP-UP Sports Pitch	102	85	17
21.08.15	Kinder Kids/New Lodge Youth	18	10	8
22.08.15	Football - POP-UP/New Lodge Road Youth	8	8	0
30.10.15	Street Games Football/New Lodge Youth	22	22	0
02.11.15	Street Games Halloween/New Lodge Youth	14	6	8
2.11.15	Street Games Halloween Youth Club Programme	20	14	6
3.11.15	Street Games Halloween/Star Youth Club	6	4	2
3.11.15	Street Games Halloween/New Lodge Youth	17	10	7
4.11.15	Street Games Halloween/Star Youth Club	8	3	5
4.11.15	Street Games Halloween/New Lodge Youth	22	10	12
6.11.15	Street Games After Schools/Star Youth Club	10	6	4
	Totals	423	332	91

Well-Being Measure

Using the NPC Well-Being Measure² during the Street Games pilot phase a baseline was conducted prior to the Volunteer Leaders engagement in the pilot project (July 2015). A subsequent follow-up survey took place after the pilot phase finished in November 2015. Pre and post surveys were coded by a Volunteer ID code to enable tagging of volunteers to survey responses. NPC's Well-being Measure shows change between two points in time, i.e. the period between the initial and follow-up survey. It doesn't capture any changes that happen in young people's lives before or after this period. A copy of the survey is available in *Appendices*. The Well-Being Measure is a validated tool which measures eight key aspects of a child's well-being including:

- Life satisfaction
- Self-esteem
- Emotional well-being
- Resilience
- Satisfaction with friends
- Satisfaction with family
- Satisfaction with community
- Satisfaction with school (*Note: The questions for this domain were non-applicable in the survey*)

The national baseline is a sample of young people across the UK who have completed the well-being survey. All well-being scores are on a percentage scale from 0 to 100, which means the results for TAMHI's group compared to others. For example, if results show a score of 30% on self-esteem, it means that 30% of the national population has lower self-esteem than TAMHI's group and 70% of the national population has higher self-esteem than TAMHI. The national baseline is adjusted to account for the age and gender of respondents, so you can be sure that results are not biased. The national baseline is a sample based on 6,603 young people that have completed the survey between 2009 and 2013. This is comprised of surveys across a variety of different settings, including mainstream schools and charity projects. However, it is not fully representative in terms of geographical, demographic or social spread. The national baseline creates norms for boys and girls of different ages.



² NPC Well-Being Measure <http://www.well-beingmeasure.com/>

Findings

Using the NPC Well-Being Measure during the Street Games pilot phase a baseline was conducted prior to the Volunteer Leaders engagement. A total of 7 boys and 4 girls completed both pre and post surveys (n=11). A number of volunteers (n=9) did not complete the full programme and hence did not complete the post-survey so this data has been removed from analysis due to their non-completion. In summary, the data shows the following results have been achieved in terms of reported changes from the sample group based on 7 well-being measures below:

- Life satisfaction
- Self-esteem
- Emotional well-being
- Resilience
- Satisfaction with friends
- Satisfaction with family
- Satisfaction with community

Life satisfaction

Table 2: TAMHI Street Games Pilot – Life Satisfaction Measure

Age	Gender	Life Satisfaction (BEFORE)	Life Satisfaction (AFTER)	Variation
16	Male	9	10	+1
17	Male	7	9	+2
16	Female	5	10	+5
18	Male	8	9	+1
18	Female	3	8	+5
16	Male	5	9	+4
16	Male	10	10	0
18	Female	5	8	+3
18	Male	10	10	0
18	Female	10	10	0
16	Male	10	10	0



Table 3: TAMHI Street Games Pilot – New Philanthropy Capital Well-Being Measure (Inferential Analysis)

Indicator	Measurement Interval	Mean	Mean Difference	Standard Deviation	Statistical Significance
Life satisfaction	Baseline	7.45	1.91	2.58	p>0.01
	Follow up	9.36		0.80	
Self Esteem	Baseline	14.18	2.19	3.29	p>0.03
	Follow up	16.36		1.68	
Emotional Wellbeing	Baseline	14.27	3.82	6.67	p>0.11
	Follow up	18.09		3.38	
Resilience	Baseline	16.55	1.64	2.06	No Significance
	Follow up	18.18		1.94	
Satisfaction with friends	Baseline	14.64	3.09	3.10	p>0.00
	Follow up	17.73		2.68	
Satisfaction with family	Baseline	14.45	2.18	3.95	p>0.12
	Follow up	16.64		3.50	
Satisfaction with community	Baseline	10.82	0.55	4.37	No Significance
	Follow up	10.27		2.83	

Raw scores are taken by adding up the answers for each of the items within a scale. The self-esteem scale has ten items and the other scales have five items. This means that each of the scales is scored as follows:

- Life satisfaction: uses global subjective well-being, one item, scored on a 0–10 scale.
- Emotional well-being: uses reverse scoring for its scale; five items with five answers
- Self-esteem: ten items with five answers, scored on a 0–40 scale³.
- Other scales: five items with five answers, scored on a 0–20 scale.

Data from the pilot was used to test the quality of the measurement scales in the survey, to ensure that they pass all the crucial tests of reliability, validity and sensitivity.

- *Reliability* is the consistency of a measuring instrument.
- *Validity* is the extent to which a test measures what it claims to measure.
- *Sensitivity* is the ability of the test to detect change.

³ The raw scores for self-esteem have been divided by two so that they can be shown alongside the results for the other six scales

Analysis

Overall, the pilot group (n=11) shows high scores in five aspects of well-being, one medium score and one low score.

The highest scores were for overall emotional well-being, self-esteem, satisfaction with family and satisfaction with friends.

The medium scores were for resilience and life satisfaction and the lowest score was for satisfaction with the local community i.e. New Lodge.

TAMHI Volunteer Leaders completed the measure at the start and end of the pilot period. For the purposes of the external evaluation eleven matched pairs (N=11) i.e. where both pre and post surveys were completed in order to assess '*Distance Travelled*'. This is a small sample size and any extrapolation of findings should be carefully considered.

Table 3 provides a detailed breakdown of comparisons between baseline and follow up scores for young persons. Seven boys and four girls aged between 16 and 18 years are represented in the sample. Inspection of results from paired t-test comparisons, reveal a positive shift in 6 domains suggesting internal (personal) and external (family, friends, community) improvements for young people included in the sample. A statistically significant shift in the domains of '*Emotional Well-Being*', '*Self-Esteem*' and '*Satisfaction with Family*', were recorded ($p>0.03-0.12$). Reverse scoring is used for the '*Emotional Well-being*' domain which means the lower the score the greater the observed shift.

In all other NPC domains, the higher the score the greater the change reported by young people. '*Life Satisfaction*' represents the global domain score reflecting a more holistic view of well-being compared to individualised segments isolated by the measure (**Table 2**). Interestingly and worthy of note is the statistically significant shift in '*Emotional Well-Being*' for 8 young people (4 Males, 4 Females) who had engaged with TAMHI during the pilot. The breakdown of the New Philanthropy Capital Well-Being components provides greater understanding of key changes and identifies areas for continued support. The findings reinforce the 'positive community engagement' which TAMHI strives towards and for future achievements emerging from new community planning. The main results using data from the TAMHI pilot demonstrated;

- The NPC Well-being Measure is sufficiently valid (school relationships scale not used)
- The NPC well-being Measures is sufficiently reliable (school relationships scale not used)
- The NPC well-being survey is sensitive to change but shows some useful results for TAMHI
- The pilot participants found the questionnaire practical to use on the ground in hard copy
- The pilot coaches found the survey difficult to administer and needed external TAMHI help
- The TAMHI manager found the associated hard copy survey paperwork burdensome and had to re-key data onto the online NPC survey which effectively doubled the time and effort.

The NPC Well-Being Measure is generally robust but not so practical for TAMHI to administer in reality. Some interesting findings have come out of the pilot data, demonstrating how the NPC Well-Being Measure could potentially be improved if further implementation is planned moving forward.

TAMHI has received feedback from the participants and coaches on how practical the survey is to implement. The feedback reported that the NPC survey is not practical to administer online due to a number of restrictions in community settings e.g. Access to PCs, Laptops, Internet/WiFi, etc. Thus, a hard copy solution was sought to implement in local context. ID numbers to identify young persons used existing ID numbers (provided by Street Games), and created and assigned new ID numbers for up to 20 participants using NPC licenses.

TAMHI needed to be careful to keep a record when new ID numbers were assigned so that no confusion occurred when young persons joined the programme or left during the pilot. For this reason, and because using existing ID numbers made it easier to 'match pairs' with additional information, it was preferable that TAMHI use ID numbers to identify a young person especially during any internal or external evaluation for pre and post analysis. This ensured both client confidentiality and compliance with data protection legislation.

The NPC survey tends to take from 10 to 20 minutes to complete, depending on the age and learning ability of the young person. This is a sufficiently short length of time. Any longer and it may become too much of a burden on TAMHI and the young people they work with to complete with minimum fuss and time.

Young people generally reported understanding all the items in the survey. However, one item in the Self-Esteem scale caused problems with the statement '*Overall I am no good*'. This was found to be problematic at the start of the pilot as there was a tendency to mark this as Strongly Agree as people either had misread the statement or ticked the box as such because they had answered the same to the previous six-item statements on the scale.

The sample shows all the data collected and entered at the time of the analysis, including the pilot data. A total of 20 children initially began the programme and 11 completed both the baseline and follow-up surveys, representing a 55% overall completion rate for participants during the pilot phase of the Street Games programme.

Outcomes

The outcomes of this Street Games Pilot Programme are evidenced using the New Philanthropy Capital (NPC) Well-Being Measure. This covers eight aspects of well-being for 11-18 year olds. All these aspects are related to how young people feel and what they think about their lives - what is known as 'subjective well-being'. The domains are as follows:

- **Life satisfaction** - A global measure of a young person's overall happiness or satisfaction, based on a single question where a young person rates his or her life on a scale from 0-10.
- **Self-esteem** - A young person's appraisal of his or her own worth. It is closely linked with self-confidence, and is important for a healthy, happy life.
- **Emotional well-being** - The state of a young person's mental health or extent to which a person experiences depressive emotions, as well as worries and other stressful feelings. Low scores are linked to anxiety and depression.
- **Resilience** - The capacity to cope with stress and difficulties. It involves a positive and purposeful attitude to life and is associated with high self-esteem and interpersonal problem-solving skills. It is a particularly important protective factor to foster in young people, enabling them to deal better with future negative events.
- **Satisfaction with friends** - The young person's satisfaction or feelings about the quality of his or her close friendships both in and out of school.
- **Satisfaction with family** - The young person's satisfaction or feelings about his or her family relationships, including the quality and quantity of time spent with parents or carers, and how well the family gets on.
- **Satisfaction with community** - The young person's satisfaction or feelings about his or her local area, neighbours or people in the community.
- **Satisfaction with school** - The young person's satisfaction or feelings about his or her school environment, including how enjoyable and interesting it is, and how safe it feels. *Note: The questions for this domain were non-applicable for the TAMHI survey.*

Table 3 above details the bivariate analysis comparing matched mean scores found positive shifts across all indicators for Volunteers Leaders who completed pre and post-tests (n=11). All but one of the results were statistically significant with largest mean shift occurring for 'Emotional Well-Being' (+3.82), followed by 'Satisfaction with Friends' (+3.09) and then equally the 'Self-Esteem' (+2.19) and 'Satisfaction with Family' (+2.18). The smallest shifts registered were for 'Resilience' (+1.64) and 'Life Satisfaction' (+1.91), respectively.











However, as a group the overall levels of well-being as reported below in **Table 4** show high levels of well-being in areas including life satisfaction, self-esteem, emotional well-being, satisfaction with friends and families. Lesser levels of satisfaction were reported in other areas including resilience and satisfaction with the local community.

Impacts

Pilot Programme (Volunteers)

Table 4 below details the overall group analysis for all 11 Volunteers Leaders collectively during the pilot phase of the Street Games programme. There were some variations with the scores across the 7 domain areas below and also some differences between males and females. A synopsis of the mental health impacts of the TAMHI intervention via the pilot are highlighted below based on each domain;

Table 4: TAMHI Street Games Pilot – Group Well-Being Measures (Overall Impact)

Aspect of Well-Being	Level of Well-Being	Low/Medium/High
		  
Life satisfaction	The group has a high level of life satisfaction	
Self-esteem	The group has a high level of self-esteem	
Emotional Well-Being	The group has a high level of emotional well-being	
Resilience	The group has a medium level of resilience	
Satisfaction with friends	The group has high level of satisfaction with friends	
Satisfaction with family	The group has a high level of satisfaction with family	
Satisfaction with community	The group has a low level of satisfaction in local community	

- Life satisfaction

A total of 7 volunteers (from 11) reported improvements in their overall level of life satisfaction with a positive statistical significance ($p > 0.01$). It was interesting to note that the biggest increases reported from the seven were from three girls which helps support the issue of involving females in sport related activities to improve their overall life satisfaction and happiness with their own lives.

- Self-esteem

A total of 9 volunteers (from 11) reported improvements in their personal self-esteem level in terms of their own self-perceptions with a positive statistical significance ($p > 0.03$). Again, it was interesting to note that the biggest increases reported from the nine were from four girls which helps support the issue of involving females in sport related activities to improve their overall self-perception of themselves in a positive way in their local community.

- Emotional well-being

A total of 8 volunteers (from 11) reported improvements in their emotional well-being with a positive statistical significance ($p>0.11$). Interestingly, it was noted that the biggest increases reported from the eight were from four boys which helps support the issue of addressing young males in the local community given the prevalence of local mental health issues in North Belfast e.g. suicide and self-harm rates. The state of a young person's mental health or extent to which a person experiences depressive emotions, as well as worries and other stressful feelings are linked to anxiety and depression. Low scores on this scale would highlight these, however, the opposite was true which is the most positive aspect of all the overall domains and reinforces the work TAMHI does with its approach to tackling mental health issues as the core of its mission.

- Resilience

A total of 7 volunteers (from 11) reported very small improvements in their personal resilience levels in terms of their capacity to cope with stress and difficulties. There was no statistical significance and there was no discernible difference between boys and girls in their reported resilience levels. Perhaps TAMHI can develop future programmes or activities which focus on increasing resilience levels in children young people through positive community activities. This will involve fostering positive and purposeful attitudes to life and is associated with high self-esteem and interpersonal problem-solving skills.

- Friends

A total of 9 volunteers (from 11) reported improvements in their satisfaction levels with friends in terms of their own quality of his or her close friendships both in and out of school. A positive statistical significance ($p>0.12$) was reported. Again, it was interesting to note that the biggest increases reported from the nine were from three girls albeit boys also reported increased improvements in relationships with friends also. Healthy friendships and social connections help foster positive mental health in young people to feel included their and TAMHI seeks to promote positive role models in the local community through its programmes as Street Games has successfully illustrated.

- Families

A total of 6 volunteers (from 11) reported improvements in their satisfaction levels with families in terms of the quality and quantity of time spent with parents or carers, and how well the family gets on. A positive statistical significance ($p>0.70$) was reported. There were no major differences reported increased improvements in relationships with families by boys or girls. Just like friendships, family relationships are equally important to the mental health and well-being of children albeit TAMHI has little control over this they can perhaps influence parents and families to be positive role models and behaviours with their siblings to promote positive community engagement and well-being for all in the community.

- Community

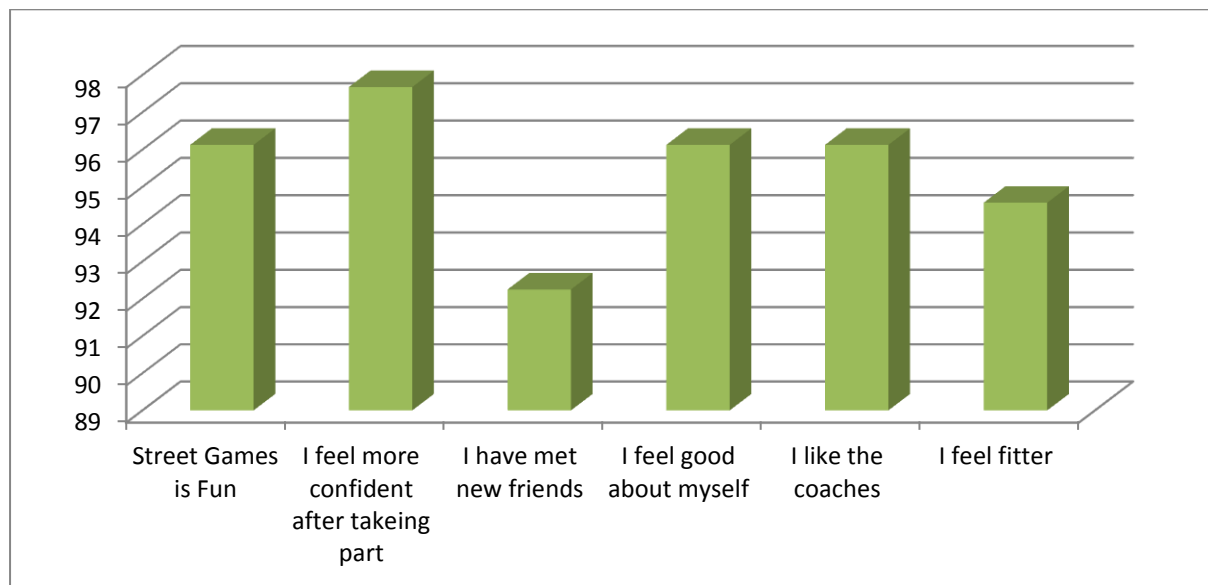
A total of only 3 volunteers (from 11) reported improvements in their satisfaction levels with the local community (New Lodge) and interestingly 6 volunteers reported feeling negative about their local area, neighbours or people in the community. No statistical significance was reported. Boys felt more negative than girls about their local community. TAMHI is acutely aware of a series of on-going community issues including anti-social behaviour, drugs and paramilitary influences in the area which have had a negative influence in and on the community. TAMHI continues to promote positive community messages of engagement with young people to keep them 'off the streets' and involved in sport, health and activities which promote improved well-being for all young people in the community.

Points raised in relation to community were poor community infrastructure and poor facilities, high social deprivation and a negative perception of the New Lodge area as a whole.

Pilot Programme (Participants)

As seen in **Table 1** above a total of 423 participants were engaged in the Street Games pilot programme including 332 males (78%) and 91 females (22%). A sample of evaluation sheets (n=43) from Street Games activities were obtained from a cross-section of the participants with 36 males and 7 females aged 5-18 years old representing an 11% return rate. The results of which are shown below in *Figure 1*.

Figure 1: TAMHI Street Games Pilot Activities – Participant Feedback (% satisfaction ratings)



Note: See Appendices for copy of Pilot Programme Post-Survey for Street Games participants

- 95% of young people stated the programme was fun to take part in Street Games
- 97% of young people said they felt more confident in themselves after taking part
- 95% of young people felt good about themselves after participating in Street Games
- 95% of young people liked the coaches on the Street Games pilot programme
- 94% of young people said they felt fitter as a result of programme participation
- 92% of young people said the programme helped them make new friends

Other feedback of note from programme participants included:

- 7 females feedback gave full marks for all areas
- There was 1 session which received some negative feedback from males aged 11-12.
- Challenging behaviour was reported in one particular session
- Overall the feedback was positive and the benefits to young people were clear in terms of enjoyment and improved confidence as a result of participation in sport activities using the Street Games format.

Unintended Outcomes

A series of unintended outcomes were reported both during and shortly after the pilot period had ended. These included:

- 9 volunteers trained in skills for Sport; 4 other young people interested in supporting the programme also took part; 13 trained in total.
- 11 original volunteers trained in Mental Health Awareness as part of a group of 32
- 9 volunteers continue to engaged in programmes delivering Street Games activities
- 77 young people remained engaged after the pilot period
- From 32 young people, 20 of which were female now enjoy activity and take part in games/programmes within both New Lodge Youth Centre and Star Youth Centre
- 10-15 young people take regularly participate in the 'Pop-up Football' on Friday night

Key Learning

- This programme helped break down barriers in relation to costs typically associated with sport clubs because programmes were free of charge to volunteers/participants
- Volunteer led programmes present problems in relation to work commitments and continuity; the programme is being delivered as and when people are free within both New Lodge and Star Youth Centre using the equipment provided and skills acquired. However, demand is in place for a dedicated programme with set nights and days
- The programme requires a dedicated coordinator and funding applications have been submitted to enable this to happen given the success of the pilot programme
- Young Girls who took part in the programme provided very positive feedback
- From the 11 volunteers 4 were female and there is demand to set up female specific clubs as local population statistics for the New Lodge Ward show a higher female population (51.1%) and Male (48.9%) breakdown.

Appendices

NPC Well-Being Measure Survey (BEFORE & AFTER SURVEYS CONTAIN SAME QUESTIONS)

Please enter your unique id:



The Well-being Questionnaire

StreetGames FT Volunteer Programme BEFORE

1831-WB - StreetGames FT Volunteer Programme
BEFORE

Your Information. The Well-being Measure is operated by New Philanthropy Capital. We hold information you provide in responses to these questions together with any information about you provided by the organisation that asked you to do this survey. We will keep this information confidential and will not release it in a form that identifies you. However, we will use the information to generate anonymised statistical information. For more information visit www.well-beingmeasure.com.

We are interested in your honest answers. This is not a test and there are no right or wrong answers. We will not tell anyone what your answers are.

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Male ☐ Female ☐

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16-17 ☐ 18-19 ☐ 20-21 ☐ 22-23 ☐ 24-25 ☐ Other ☐

White British ☐ Any other White Background ☐ White & Caribbean/African ☐ Other mixed group ☐

No previous volunteering ☐ 0-3 months ☐ 3-6 months ☐ 6-9 months ☐ 9-12 months ☐

12-18 months ☐ 18 months - 24 months ☐ Longer than 2 years ☐ Other ☐

The top of the ladder (10) is the best possible life for you and the bottom (0) is the worst possible life for you. In general, where on the ladder do you feel you stand at the moment?

A vertical ladder diagram consisting of 10 horizontal rungs. The top rung is labeled '10' and the bottom rung is labeled '0'. The rungs are evenly spaced and connected by two vertical lines.

8.

The next few sentences are about yourself. Please say how much you agree with each sentence.

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
A lot of things about me are good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can't do anything right	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In general I like being the way I am	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do a lot of important things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall I have a lot to be proud of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can do things as well as most other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall I am no good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other people think I am a good person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am as good as most other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I do something, I do it well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9.

The next few sentences are about yourself. Please say how much you agree with each sentence.

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
I cry a lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am too fearful or anxious	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am nervous or tense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am unhappy, sad or depressed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I worry a lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10.

The next few sentences are about yourself. Please say how much you agree with each sentence.

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
I usually manage one way or another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I keep interested in things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My life has a sense of purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I find life really worth living	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My life has meaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11.

The next sentences are about you and your friends.

Please say how much you agree or disagree each sentence.

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
My friends treat me well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a lot of fun with my friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My friends are mean to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My friends are great	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My friends will help me if I need it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12.

The next sentences are about you and your family. Please say how much you agree or disagree with each sentence.

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
I enjoy being at home with my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like spending time with my parents/carers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My parents/carers and I do fun things together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My parents/carers treat me fairly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My family gets along well together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13.

Please say how much you agree or disagree with the following sentences about where you live.

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Adults in my area treat young people well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I wish I lived somewhere else	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like where I live	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are lots of fun things to do where I live	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I wish there were different people in my neighbourhood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TAMHI Street Games Pilot Programme – Post-Survey Participants

Lead: Pool Motivation Date: Sport:

What do you think about the Street Games Programme?

		
Agree	Disagree	Neither

1. Street Games is fun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I feel more confident after taking part	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I have met new friends thanks to Street Games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I feel good about myself after taking part	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I like the coaches taking the programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I feel fitter after taking part	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What was the key thing you learnt today?

Would You change anything?

About You:

Age:	<input type="text"/>	Gender:	<input type="checkbox"/>	<input type="checkbox"/>
			Boy	Girl

Thank you for completing this survey!