

# UFA Case Study Sunflower Clubs Bolton



This case study details an after hours club for KS2 pupils who need to build self confidence and resilience.

A Sunflower Club is an after school club that runs in school once a week for ten weeks during the summer term. The structure and routine of the club is designed to increase children's confidence and help them to make friends and talk to each other whilst having fun and learning new skills. It's design is based on the UFA framework for personalised learning and activities centre on the development of 'me' and 'me and others' and 'me and my community'.

Clubs therefore are designed especially for children who are quiet or shy, or who find it difficult to make new friends, or who may

be missing out generally in the 'hustle and bustle' of a busy classroom. Their initial purpose is not to 'boost' performance or to provide remedial support although more self-confidence and a better academic performance can be linked.

The Sunflower Club runs weekly for ten weeks for an hour or, more usually and hour and a half. During club time the children have the opportunity to take part in craft and food preparation activities, circle time and team games. In the final week of club they have a celebration party.

They are staffed by three or four 'club leaders' who usually work in school as a paid member of staff or a volunteer. Club leaders receive 2 days training from UFA in preparation for their role.

## Purpose:

- The purpose of the clubs is to extend the range and type of study support in Bolton Extended Services provision and to target a particular group of vulnerable young people
- The clubs were intended to form nurture groups

## Impact on young people

- Improved social skills
- Improved self confidence
- Improved confidence in the classroom





- Improved friendship strategies

We asked the young people attending the clubs what they thought was the best thing about The Sunflower Club. Here are some of the things that they said...

- Everything
- Activities
- I liked the sports wall
- Playing lots of games
- I liked being with my friends and making things
- Having fun
- Playing with the parachute is the support in every sunflower club
- Being with the teachers supporting us
- I liked growing sunflowers
- All the teachers and all the children
- Being in the Sunflower Club
- Making friends
- Making chocolate kebabs and decorating biscuits and making a thank you card

### What happened:

Publicity was sent out to schools offering the opportunity of having the clubs.

Staff who were going to work in the clubs were recruited by individual schools taking part. These staff were then offered 2 days training by Bolton UFA. The training enabled them to understand some theories of learning and some emotional intelligence training. Time was also

spent on sharing and developing club activity ideas and planning individual 10-week programmes.

Each club was given a set of 'swing tickets' with ideas for activities on.

10 or 12 young people were selected by the individual schools to take part. Staff made suggestions about whom they thought might be suitable. This was confirmed by using a number of assessment tools that were made available by the study support team. The one that proved to be very reliable and sometimes provided very surprising results to the school staff was the 'sociogram'. This is very simple to use and requires the child to respond to some questions about friends and friendship by responding to statements with sometimes, never, a lot etc.

The children who were indicated as being fairly isolated, shy and very under-confident through this tool, together with teacher knowledge and identification, were then invited to attend the clubs. Parents were contacted for permission for the children to attend the club and informed of its purpose and activities. Parents were also asked to complete a questionnaire with their children, although there was a limited response to this.

The clubs were held in the best large available space possible. The clubs had the same structure and routine every week.

They started with refreshments, then circle time activity. Each week the children did a craft (or cookery) activity that was completed within the club time and produced something for them to 'show off' at home. There was time for

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games – sometime indoor and sometimes outdoor using larger equipment. (Clubs were each given a parachute in their resources boxes and these proved very popular).

The clubs finished with a ‘show and tell’ about their learning.

The children were also encouraged to come up with ideas for the clubs themselves and where possible these were incorporated into the weekly programmes.

The last week was a celebration and party.

Parents also became involved and staff gave time after the clubs to parents who wanted to talk to them. For some of the parents this was the first time they had been into school to support their child.

One additional element that took place during the clubs was that the children were encouraged to help to raise some money for a charity. Many, using the theme of the name of the clubs, grew sunflowers and were sponsored, and this raised some funds for the local children’s Hospice – the Sunflower Trust; they also have a logo of a sunflower.

At the end of the summer term the Bolton Study Support team

held an additional celebration fun multi skilled sports day for all children from all the Sunflower Clubs in the city at the Bolton Arena Complex to celebrate their successes

#### Additional Outcomes:

- Training for club leaders which transfers to other aspects of their jobs
- New additional or extended contact with parents (some of whom had not been into school before)

#### How did you communicate your activities?

Schools were contacted by the Bolton Study Support team and offered the opportunity of running Sunflower Clubs. The package included training and a resource box of equipment that would support the clubs. Funding to provide this was from an NRF grant in the first year and Extended Services in the second year.

#### Supporting national strategies?

- Outcomes from ECM
- Workforce development
- Widening participation

The courses achieved what they set out to do.

No formal evaluation data was requested during their first year. As the clubs develop this is now being requested.



End of course evaluations show that 100% of the young people had enjoyed the course, felt their team skills had developed and felt that the skills they had developed would be useful to them in the future.

### How could you replicate this activity?

The clubs are easily replicable. Details of weekly programme, publicity, training, assessment for recruitment and activity ideas are available from the Bolton UFA website:

[www.myufa.org.uk](http://www.myufa.org.uk)

### Its key elements were:

- Trained staff made up of people who were very committed to the idea behind the clubs
- Staff training including ideas and activities for what to include in the club
- A structured routine for each club
- Care in choosing the club members, including using profiling and self assessment tools

### What advice and guidance would you give?

- Offer training which includes the theory and ethos of the club
- The development of emotional intelligence
- Replicate the format of the club every week so that it becomes a safe routine
- Begin with refreshments, then circle time, have a creative activity which is worked on and finished in the club time each week, followed by review and celebration time
- Use additional tools to make sure the right selection of pupils are selected including the 'sociogram' tool



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