

## GoSketch Badminton at Eastbourne Academy

### Summary of the project:

GoSketch engages young people that don't have a traditional connection to sport. Using a combination of design and sport the programme provides an accessible entry point to both – often using the design aspect to make sport relevant to inactive young people.

The project at Eastbourne Academy was the culmination of engagement with the school's PE department, Active Sussex and Badminton England. The PE department at the school were interested in engaging students through the project that had a reason or barrier to sport, while Eastbourne is a priority area for Active Sussex. Badminton England were keen to see how the GoSketch concept could be applied to badminton as it had with other sports like golf, cricket, football, tennis, rugby, etc.

Funding for a 20 week satellite club was provided by Active Sussex. The school identified 19 students from across Year 9 who have low participation levels in PE sessions and who may have other social, educational and behavioural needs. In dialogue with the school and the badminton coach we agreed on a programme to encourage positive engagement – starting with four easy taster sessions that were designed to encourage initial participation. This was followed by six sessions that included an inclusive coaching session followed by time in the design studio where the group worked in teams designing brands and characters inspired by the game. In week 10 we presented the group with t-shirts and badminton rackets featuring their designs.

We timed this to happen the week before they broke up for Christmas – meaning the presentation acted as a celebration and reward for their efforts. It also meant that they would have their own kit to start coaching sessions again in the new year – clearly marking a shift from the beginner equipment they had been using to their own full length rackets.

### Action:

The teachers: the PE leads at Eastbourne Academy ensured that the atmosphere was welcoming and encouraging. They also took an active role in the design phase cementing the positive relationships developed on-court.

The coach: the badminton coach ensured that the coaching sessions were suited to participant abilities and aspirations. Skills developed over time in a non-pressured way that increased confidence.

Team design: giving the students the opportunity to 'own' their team identities increased confidence, and allowed them to address some of the barriers to sport they had on an individual level.



**Feedback:**

Teacher feedback: “students are now willing to participate in PE sessions. Sporting skills and confidence are developing as a result”

Parent feedback: “my son has recently gone into remission and his doctor wanted him to play more sport but he was scared to do so. This has helped him overcome those concerns and its great to see him running around and getting rosy cheeked each week”

Student feedback: “we chose a Frankenstein design as it represents us – all different and disconnected parts coming together to form a team that works”

**Main issues or challenges:**

The group included young people that had many different barriers to sport, resulting in low participation levels in PE and afterschool clubs.

Some of these barriers stemmed from a lack of people to play with – limited friendship groups meaning traditional open access and performance related settings often left them disengaged.

Some had social barriers – with personal and behavioural aspects restricting the way they could participate in sport.

One student had a specific medical issue that had damaged their confidence and willingness to participate.



# Thematic area(s) covered:

Mental wellbeing

Physical wellbeing

Individual development

Economic development

Social and Community Development

