

# YOUNG PEOPLE WHO ARE MORE FOCUSED AND PROACTIVE

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*If it wasn't because of Scotland [Outward Bound Loch Eil], I wouldn't be organised; I wouldn't be prepared for my GCSEs, I wouldn't have my notes ready. That would have never happened. I'd just be doing it all at the last minute. ”*

Nadia, speaking in May 2016, three–five years after her course

Qualities such as self-discipline, planning and goal-setting are necessary for the completion of any task, and it is particularly important that young people are able to develop these so that they can take greater responsibility for their learning. Young people who demonstrate greater levels of self-discipline have been shown to have greater success in their education<sup>11</sup>.

Throughout their Outward Bound course, young people are given responsibility for planning tasks, setting goals and organising themselves – a new experience for many. These skills are developed through activities such as map reading, preparing for an expedition – what to take, how much food is needed, packing their own bags, deciding who carries what, preparing meals, looking after equipment – making their own beds and clearing dishes away.

PARTICIPANTS APPROACH TASKS THAT REQUIRE PLANNING AND TEAM COHESION, AND REFLECT ON THEIR PERFORMANCE

PARTICIPANTS BECOME BETTER AT PLANNING AND SETTING GOALS; AND DEVELOP PERSONAL RESPONSIBILITY

PARTICIPANTS ARE BETTER EQUIPPED TO PLAN THE STEPS THEY NEED TO ACHIEVE THEIR GOALS AND FOLLOW THROUGH WITH THEM

The Outward Bound Trust's Theory of Change





# PLANNING, ORGANISING AND GOAL-SETTING

## KEY INFORMATION

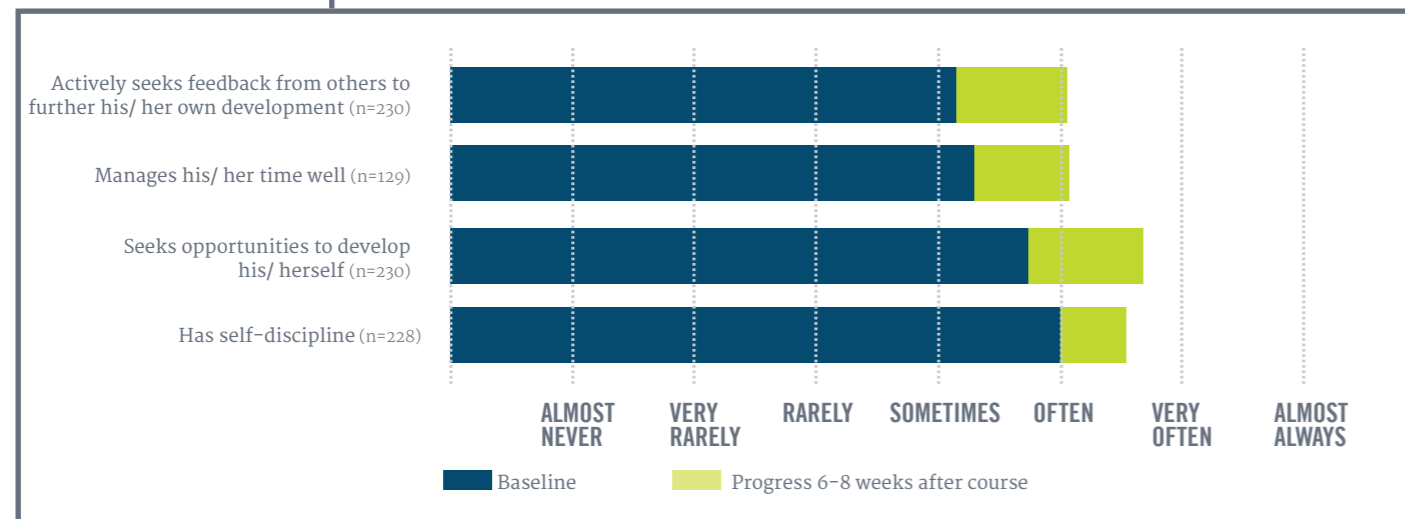
Conscientiousness in childhood is associated with adult well-being, educational attainment, partnerships, income, labour market outcomes, health and health behaviours<sup>11</sup>.



“*One form of perseverance is the daily discipline of trying to do things better than we did yesterday.*”

Angela Duckworth, Grit: The Power of Passion and Perseverance, 2016

Our evaluations show that, after participating in our courses, young people are more confident that they can get things done on time, set targets and achieve goals. 69% of participants on our 5-day Education course recorded an increase in their confidence to achieve goals, 65% to set targets and 57% to make decisions.



Full results can be found in Additional Research, page 64, Figure 15.

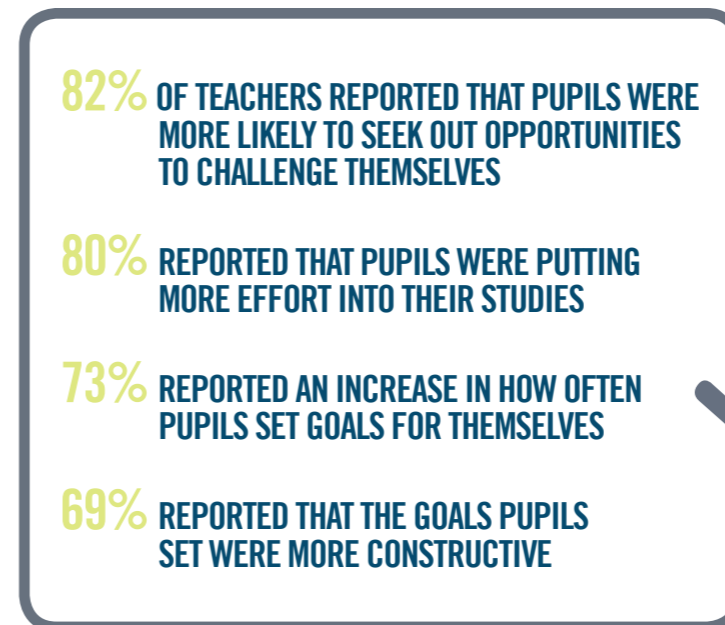
\* A retrospective pre-measure asks pupils once they have completed the course to reflect back on their starting level of confidence. This may differ from the actual pre-score they provided, after having practised their skills in a new and challenging environment, and realising that they are more or less confident than they previously thought.

# EFFORT

“*Talent counts – but effort counts twice.*”

Angela Duckworth, Grit: The Power of Passion and Perseverance, 2016

Back in school, teachers see improvements in their pupils’ willingness to challenge and apply themselves. Four to six weeks after their course:



Full results can be found in Additional Research, page 66, Figure 19.

“*When it comes to exams, when it comes to revision, you’re not really motivated to revise because revision is horrible, and you just think, it just reminds you, if you revise, you have to work for your goals, like we had to work to do... we had to try hard to do something or get somewhere in Outward Bound, so here we have to put in the effort, then we’ll get good things in return, like we achieved and overcome all of the activities.*”

Mariam, speaking in May 2015, three-five years after her course



“*Students who previously lacked focus and did not have a positive attitude are now staying in school until late to complete assessments. Behaviour is the best it has ever been within the year group. Last week the year group had two days of Science controlled assessments and a day of intensive English and Maths. The hard work and resilience was outstanding. I do not believe this would have been such a success if a third of the year group had not had the Outward Bound experience.*”

Tim Evers, Director of Key Stage 4, North Birmingham Academy. Feedback provided in October 2014 four-six weeks after the course.



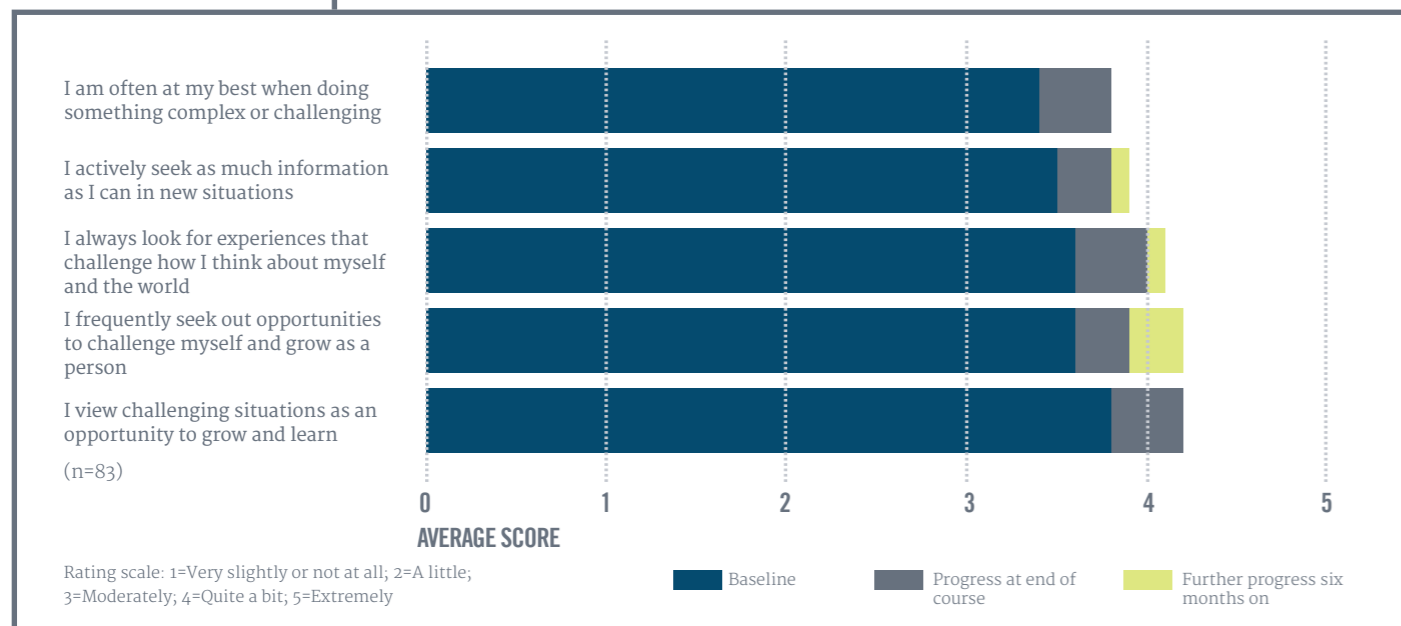
# MOTIVATION TO SEEK OUT NEW KNOWLEDGE AND EXPERIENCES

The willingness to stretch oneself and seek out new opportunities to develop is an important part of self-management and a quality highly sought after by employers.

We used the Curiosity and Exploration Inventory<sup>22\*</sup> to measure changes in young people's motivation to seek out knowledge and new experiences as a result of taking part in the Skills for Life Award. 65% increased their curiosity score by the end of the course, and 75% recorded a higher score six months after the course compared to their baseline at the beginning of the course.



## RECORDED IMPROVEMENTS IN YOUNG PEOPLE'S MOTIVATION TO STRETCH AND DEVELOP THEMSELVES



“*Before, ‘achievement’ to me meant being able to complete a Sudoku puzzle in 10 minutes [...] That sense of achievement isn’t real, as there’s no challenge. However, after days of hard work and frustration from hiking, mountain climbing, canoeing and living outdoors, I’ll never forget the last day of the final expedition. The joy and pride I felt was something I’d never felt before and it changed my approach to life greatly. Being out of my comfort zone is where real satisfaction comes from. Now, nothing bothers me because I know all I need is the correct mindset and all the energy I have to get through it.*”

Angela, age 17, six months on from her Skills for Life Award course



\* The Curiosity and Exploration Inventory is a questionnaire designed to measure an individual's desire to seek out new knowledge and experiences that stretch them.