

In March 2017, the Football Association (FA) launched their strategy 'A Gameplan for Growth' which aims to double participation in Girls' and Women's Football across England by 2020. But *why* is the strategy needed?



- (i) 2014 Football Participation – quantitative research  
 (ii) The psychological and emotional benefits of playing football on girls and women in Europe (April 2017)

- (iii) The Gameplan for Growth; the FA's strategy for Women's and Girls' Football 2017-2020  
 (iv) Stead & Neville 2010

## What is FA Active Literacy - Primary Playgrounds?

The Active Literacy Programme is an initiative set up by the FA in partner with the National Literacy Trust to improve the literacy skills of children through sport-themed activities. The programme targets girls aged 5-7 years with the hope that the link between football and literacy helps to engage young girls into football, a fresh way to sell the sport and make it appealing to them. The activities are built around creative play and each girl will receive a creative work book to complete and support their learning. There will be 3 stories that the Activator will work through with the Girls.

Each school will:

- Receive three storybooks plus 20 copies of a Home Activity Book, for the girls to do with their families.
- Training for a member of staff, who will be the Activator or will be supporting the Activator in school.



# FA Active Literacy – Primary Playgrounds – Briefing

September 2017

The ideal Activator will be:

1. Able to understand and adapt sessions to individual needs and ability; be familiar with delivering to a session plan
2. Able to make the girls feel like they are in a safe/comfortable environment; can manage group dynamics and be comfortable with creative play
3. Have a fun and creative mindset; can tell a story and bring it to life, be able to engage the most disengaged

The club can be run by playground leaders or young leaders from a local secondary school, but these groups will require large amount of support from the member of staff who attended the training to maximise impact on the participating girls. The pilot found that:

- Secondary School Young Leaders struggled to feed the imaginations of the girls and were uncomfortable with creative play
- Playground leaders, could drive imagination, but they were inexperienced to manage groups dynamics

## What are the outcomes?

The pilot evidence reports the following impacts:

- Engaging the least active in activity; it is described as exercise in disguise.
- Building confidence in the participants – especially speaking both in the club and in the classroom.

## Training

The training will be delivered locally and will be a 3hr training session including theory- and practical-based learning. Organisation of the training will be led by the SSP, with Youth Sport Trust facilitating the booking system and tutor arrangements.

## Assessing Impact

In order for us to assess the number of girls engaged in the programme each school will be asked to submit their data 3 times over the course of the academic year – 4 weeks before the end of the autumn, spring and summer term.

Each school will need to give:

- The number of girls participating



# FA Active Literacy – Primary Playgrounds – Briefing

September 2017

- The age, diversity and SEN breakdown of the girls
- The number of girls trying football for the first time (a definition will be given at the training)

We are also coordinating an independent evaluation of the programme. The Researchers will select a representative group of schools to work with across the academic year.