



Glasgow Life and Rosshall Academy, Reading the Game Glasgow

Rosshall Academy and Glasgow Life work in partnership to employ a Community Learning Officer who works full-time alongside the formal education team to offer alternatives to the core curriculum tailored to meet the needs of young people. Reading the Game was offered in response to a need to support a group of S1 and S2 students to develop literacy skills in a way that was engaging and also developed group working skills. Reading the Game was a 10-week programme that offered a range of literacy activities relating to football, delivered by Glasgow Life youth workers, alongside football coaching, delivered by Glasgow Sport. The literacy work that the young people produced was passed to the school's English department to be used as evidence towards their future qualifications. On completion of the programme, young people were invited to a final event at a local football centre where they received certificates and the football strips that they designed themselves.

Direct Impact

All 10 young people who participated in the programme took steps to overcome barriers to learning, and improved their literacy skills. The approach also improved learner engagement and had a positive impact on school attendance for all those who took part.

Unintended outcomes

“The use of football was only ever intended as a hook to gain the boys' interest in participating in the literacy activities. However, after 10 weeks of football coaching, the boys showed a significant increase in fitness levels. The football coach also reported a visible improvement in team work and skill as well as confidence. Not all the boys were 'good' at football so initially lacked the confidence to push themselves – towards the end they were showing the skills and confidence to push themselves forward.

Due to the relationships which built between the young people and youth work staff, some of the group went on to attend local youth groups. One of the boys restarted football training as a result of gaining his confidence.

One of the boys had openly spoken about having anger issues at the beginning of the programme. He recognised through the programme that he was more able to manage his anger and was communicating better with his peers.”

J McAvoy, Principal Teacher for Positive Pathways

“The boys were keen to participate in activities related to football, albeit apprehensive about literacies, however being out of school in a community based environment allowed them to develop their interests in football themed literacy activities, increasing confidence in their abilities. The programme developed their concentration and group work skills which has had a positive impact on their overall communication in school.”

Young person

“I liked the football activities. I liked that we didn't argue at the football.”