

Botvin LifeSkills Impact Report

Primary school programme

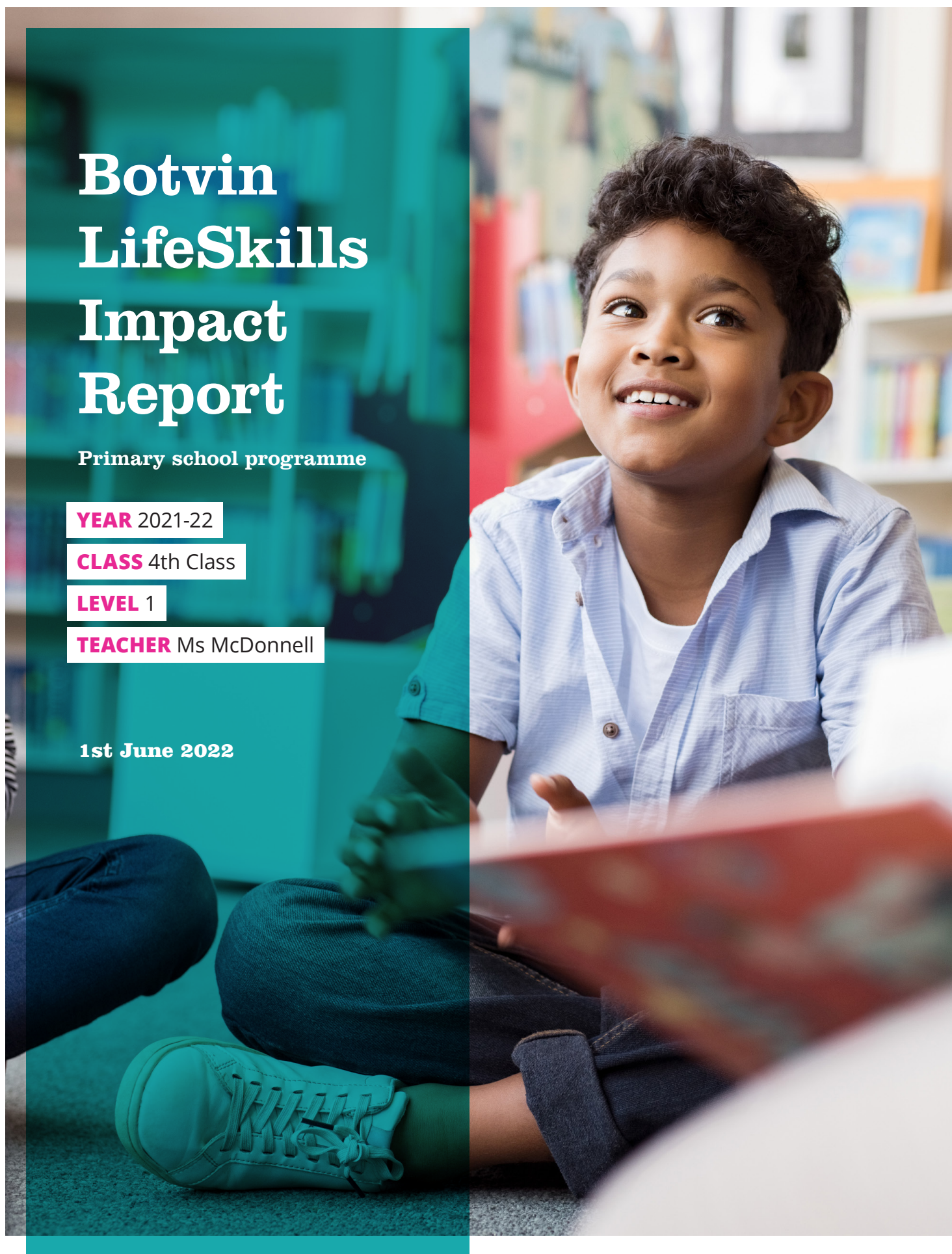
YEAR 2021-22

CLASS 4th Class

LEVEL 1

TEACHER Ms McDonnell

1st June 2022

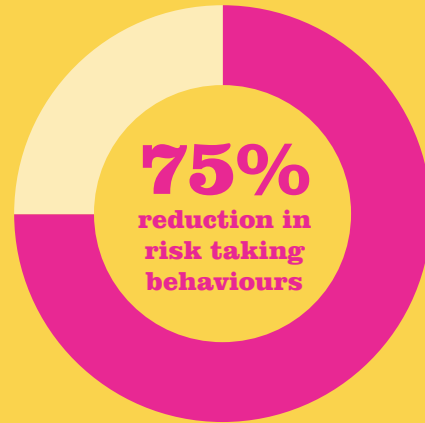


LifeSkills is a highly evidence based early intervention and prevention programme that improves children's emotional health and well-being in schools. A universal, whole-class programme for primary 4th–6th classes.

LifeSkills promotes resiliency and prevents risk taking behaviour through the development of:

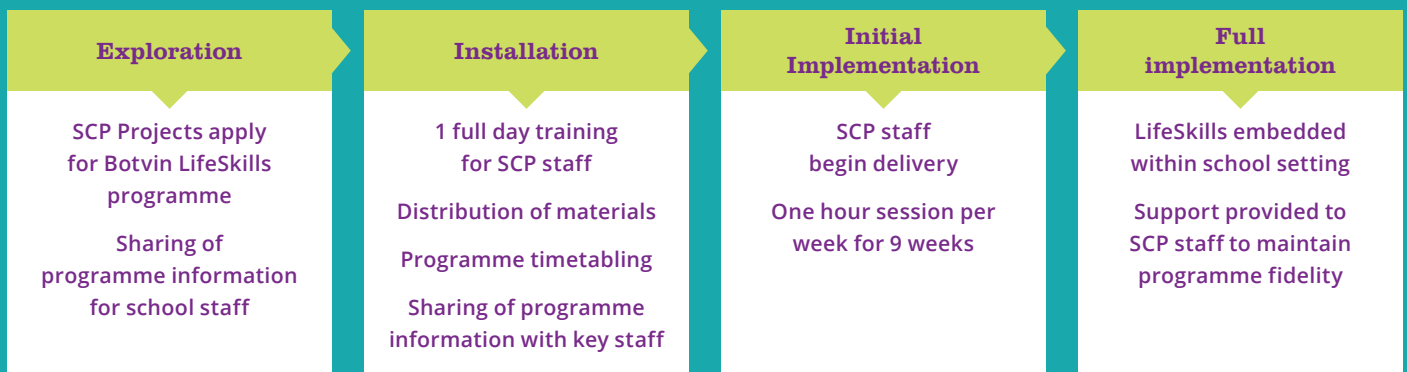
emotional literacy critical thinking strategies
 problem solving healthy relationships

LifeSkills reduces the prevalence of risk taking behaviours by up to 75% with effects lasting 12 years.



Summary of Implementation Approach

LifeSkills has been made available to SCP through TESS under the DCEDIY What Works Initiative. Barnardo's and TESS are committed to high quality training and support to ensure fidelity to the programme.



Focus on Impact

TESS and Barnardo's have provided a comprehensive collection of data to capture the impact of the programme. This includes:

Pre and post Botvin questionnaire collection in school

Communities of Practice provided by TESS LifeSkills Coordinators

Fidelity monitoring

Qualitative data from teachers and children

As part of technical assistance package results analysis provided

Results and Analysis

LifeSkills was delivered to the following children and young people

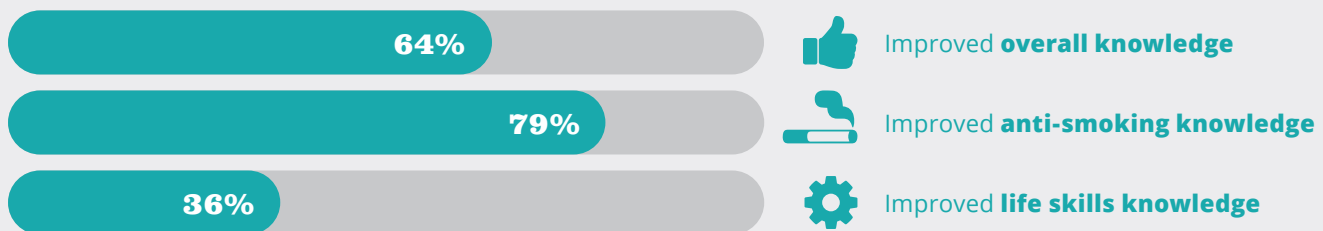


Key findings: LifeSkills has three distinct areas that it measures against 'Knowledge', 'Attitudes' and 'Life Skills'. These are the three components necessary to change children's behaviour.

Knowledge

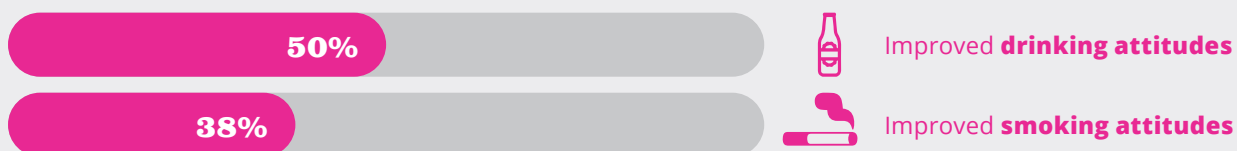
The knowledge scale in the LSTQ-ES questionnaire examines knowledge of some of the key areas covered in the programme such as smoking, decision making, advertising, anxiety, social skills and coping with stress. An overall knowledge score is calculated as well as two sub scales: anti-smoking knowledge and life skills knowledge.

Children improved their knowledge by the end of the programme illustrating that the children participating know significantly more about risk taking behaviour. They also know more about positive coping strategies to improve their lives at the end of the programme compared to the start.



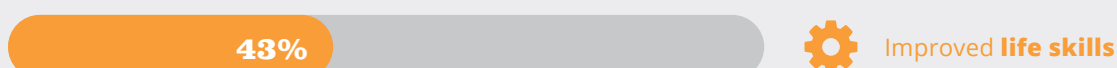
Attitudes

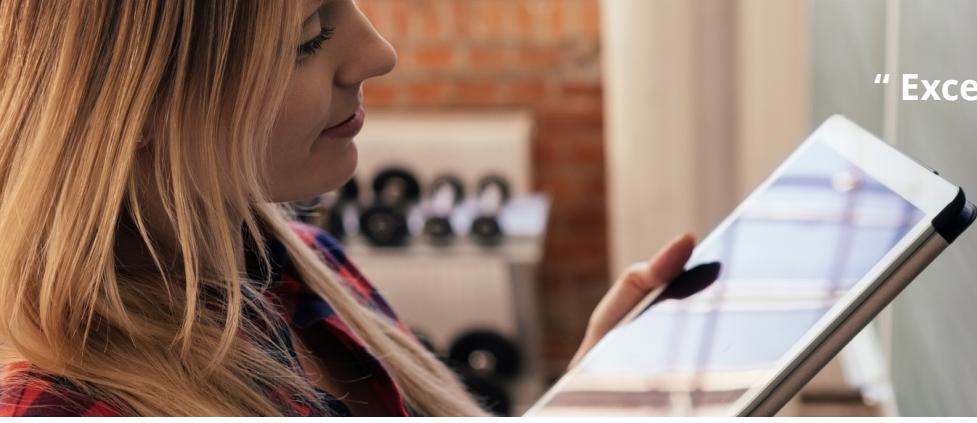
A series of questions in the LSTQ-ES examine children's attitudes towards alcohol use and smoking. At the end of the programme children had healthier attitudes towards smoking and drinking compared to the start. This means they are more likely by the end of the programme to see smoking as unappealing and not a fun, grown up, sociable or healthy activity to take part in.



Life Skills

The final section of the LSTQ-ES examines children's reactions to how they would handle various situations. There are subscales for drug refusal skills, assertiveness skills, relaxation skills and self-control skills. Children show improvement in their life skills by the end of the programme. They showed increased use of skills such as decision making, communication and assertiveness.





“ Excellent as a PDMU programme. I would highly recommend! Teachers are provided with an excellent resource that gives a framework for this area of the curriculum.”

Children's Feedback

I liked everything that we did in LifeSkills.

LifeSkills was a lot of fun, and I really liked the games that we played.

Now I know how bad smoking is for you.

I am really excited to do LifeSkills again next year!

Staff Feedback

The speed, length and format of delivery of LifeSkills was totally appropriate.

The smoking and advertising lessons had a particular impact on the pupils. Many of the girls have said they will never smoke after learning about the negative health effects of smoking.

The children loved Collette and loved the games in the programme. They have really enjoyed their time doing LifeSkills!

LifeSkills was fantastic for the children in the class and everyone has benefitted from it!

I learned that with some decisions you have to take your time and think about your choices. I now use STOP, THINK, GO to make my decisions.



contact

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 Barnardo's