



YOUTH  
SPORT  
TRUST

BOYS  
MOVE



**BOYS MOVE** – THEORY OF CHANGE



**Theory of Change is a description and illustration of how a desired change is expected to happen in a particular context. It is focused on mapping out between what a program or change initiative does and how these lead to desired goals being achieved. It does this by first identifying the desired long-term goals and then works back from these to identify all the conditions that must be in place for the goals to occur.**

The Boys Move theory of change has been developed in response to the evidence review; **'What about the boys?'**. This report, launched in June 2020 set out the challenges for adolescent boys in a society and education system where we are seeing a decline in their engagement with physical activity, increases in mental health incidents and increasing prevalence of anti-social behaviour and exclusions. The report outlines the data and evidence relating to the barriers some boys face to engaging with physical education, sport and physical activity, but also the evidence-based principles and opportunities that exist for the sector to use sport and play to increase physical activity, address their wellbeing concern and unlock their academic potential.

The theory of change is a guide to the positive action that the Youth Sport Trust is taking and a call to action for the sector.

It outlines and guides the reader through the following:

**VISION** outlines the change we would like to see for all boys

**LONG-TERM OUTCOMES** are the end-goal and can only be measured some time after interventions have taken place

**SHORT-TERM OUTCOMES** are those things we expect to see immediately following the activity and evaluated within Boys Move

**OUTPUTS** which are tangible and observable to those schools and organisations involved with delivery of boys interventions

**CONDITIONS** the co-creation groups told us need to be in place for the activities to be most effective

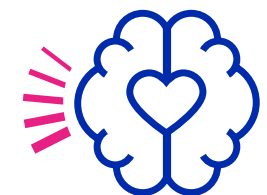
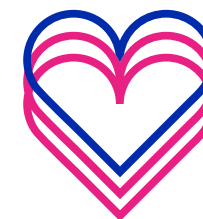
**ACTIVITIES** that we will use as tools to increase physical activity and improve the wellbeing of boys

**EQUALISERS** that reduce the barriers to participation and are guiding principles to creating the intervention

**CHARACTERISTICS** by which schools can identify the target group they need to be working with in their context

**BARRIERS** affecting participation in positive engagement in PE, sport and physical activity

**PROBLEM** summarising the issues for boys mental health and wellbeing as we currently understand it and the risk factors associated



## THEORY OF CHANGE: BOYS MOVE

	<b>VISION</b> Supporting working class Boys to increase their physical activity, improve their health and wellbeing and unlock their potential						
<b>IMPACT</b>	<b>LONG-TERM OUTCOMES</b>	Improved behaviour and attendance with reduced exclusions		Increased achievement and narrowing the gap		Improved school experience and attitudes to learning	Increased aspirations, feelings of self-worth and contribution
	<b>SHORT-TERM OUTCOMES</b>	Improved emotional literacy Improved emotional regulation		Improved life skills and transferable social capital		Increased sense of belonging Increased self-efficacy Improved social connections	Improved attitudes to manhood Increased empathy Increased happiness
<b>PARTICIPATION</b>	<b>OUTPUTS</b>	Number of sustained participants	Numbers of peer leaders and mentors	Numbers of male staff trained (not just PE)		Number of schools and organisations trained in Boys Move CPD	Numbers of coaches and deliverers trained
	<b>CONDITIONS</b>	Fun and enjoyment	Social connections and social skills	Sense of belonging and sense of achievement	Guided reflection and safe place to talk	Feelings of risk-taking	Regular and sustained with a consistent role model
	<b>ACTIVITIES</b>	Transforming the core physical education offer for working class boys		Using sports enrichment programmes focused on wellbeing and social skills		Leadership and peer mentoring projects based around social action	Community-based opportunities that address the wider social determinants of health
<b>ACCESS</b>	<b>EQUALISERS</b>	Creating the right environment and using the right language		Support network inc. peer mentors and role models	Empowerment and social action	Using sport to develop social capacity and leadership skills	Physical health and being connected with a common purpose
	<b>FOCUS GROUP</b>	Low socio-economic status and social mobility	Ethnicity, Race, Nationality, Culture and English as an Additional Language	SEND	Low level stress and anxiety	Transitions between schools and year groups	Low aspirations, low level disruptors and low attendees
	<b>BARRIERS</b>	Lack of empathy and poor attitudes to working class boy's potential	Reduction in PE and sport time in favour of extra learning	Social media and peer pressure	Body image and social image challenges	Lack of appropriate role models and environments	Stigma around male mental health and attitudes to manhood
	<b>PROBLEM</b> Boys are more likely to be inactive and at greater risk of mental health disorders and have poor performance academically when they suffer from social inequalities						