

PLANNING, ORGANISING AND GOAL-SETTING

KEY INFORMATION

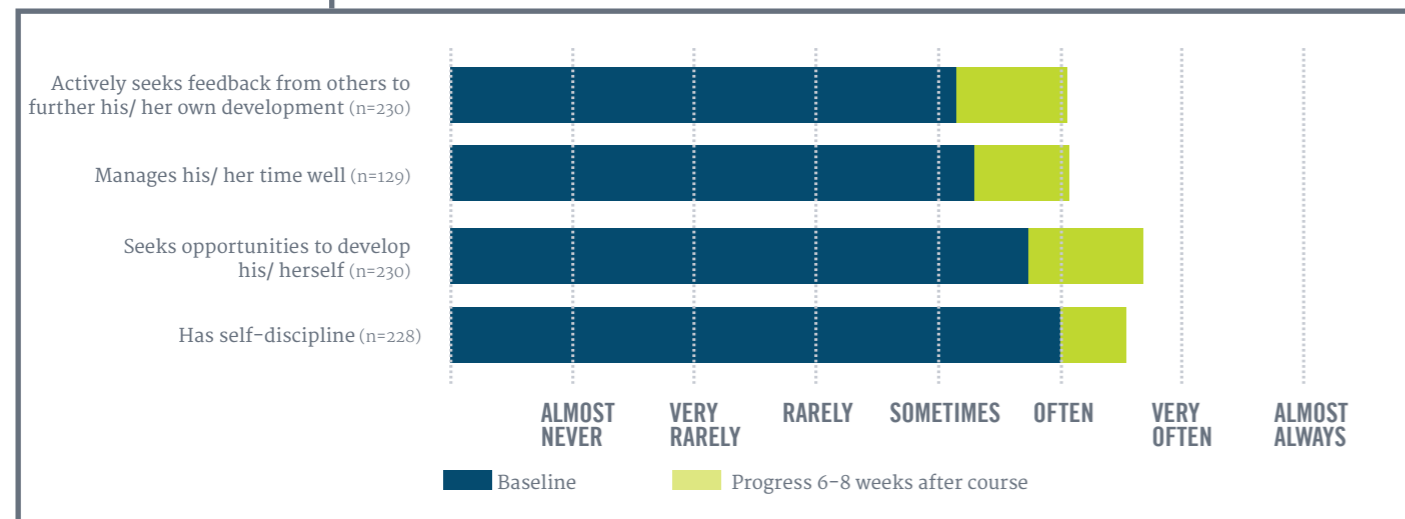
Conscientiousness in childhood is associated with adult well-being, educational attainment, partnerships, income, labour market outcomes, health and health behaviours¹¹.



“*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.

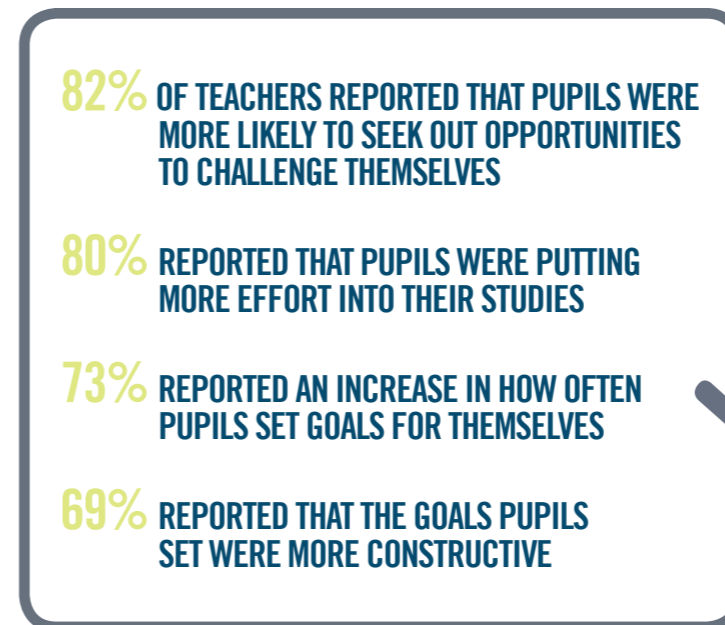
* A retrospective pre-measure asks pupils once they have completed the course to reflect back on their starting level of confidence. This may differ from the actual pre-score they provided, after having practised their skills in a new and challenging environment, and realising that they are more or less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