

# Angling4Success

Individual & Group Mentoring in a Calm Outdoor Learning Environment.  
Re-engagement + Re-integration + Realisation of Potential

## NaturePhotography4Success

+ OCN I.O.L.P.  
+ OCN Functional Skills if required.



## Angling4Success

BTEC Extended Certificate Fish Husbandry (30 QCF Credits; 180 GLH)  
30 Weeks (1 Day/Wk): Coarse/Game Angling Skills + Work-related Experience + Estate Maintenance  
(Nurtures: Independent enquiry; Creative thinking; Teamwork; Self-Management; effective participation; reflective learning)



## Angling4Success

+ Level 1 & 2 OCN I.O.L.P.  
+ OCN Functional Skills if required.



## Falconry4Success

LANTRA Beginner's Falconry  
+ Level 1 OCN I.O.L.P.



## Adopt-A-River4Success

+ OCN I.O.L.P.  
+ OCN Functional Skills if required.



## FisheryCreation4Success

+ Level 1 OCN I.O.L.P.  
+ Functional Skills if required.



## OutdoorConstruction4Success

+ Level 1 OCN I.O.L.P.  
+ Functional Skills if required.



## Gardening4Success GrowYourOwn4Success

+ OCN I.O.L.P.  
+ Functional Skills if required.



## AnimalCare4Success

+ OCN I.O.L.P.  
+ Functional Skills if required.



"That which ought and can best be taught inside the classroom should there be taught and that which can best be learned through experience dealing directly with native materials and real life situations outside the school should there be learned."

Julian Smith

One of the key factors that has helped Angling4Success help over 450 young people since October 2008 is the opportunity to work and learn outdoors. There are clear benefits of learning outdoors for many different client groups. Every individual is referred to Angling4Success with his/her own story of disengagement, disaffection, disenfranchisement or not reaching full potential. An outdoor learning environment typically provides a calm setting away from the factors and people that can represent or contribute to their barriers to learning. It provides an outdoor breathing space, in which to instil a sense of self-worth and ability to achieve, thereby coaxing learners back towards educational re-engagement, re-integration and self development and realisation of each individual's potential as a contributing member of society.

Using a student-centre mentoring approach, professional coaches and youth mentoring specialists equip even the hardest to reach young people with new/improved skills and encourage interaction with the natural environment. This provides a chance to engage, learn and achieve results, often in a way that the learners don't realise they are learning!

Angling4Success learning programmes were initially focused primarily around fishing skills, but the range of skills has organically grown to include many other ways of interacting with the natural environment in the outdoors. We have seen young people enjoy similar benefits from: falconry; outdoor construction; animal care; gardening and other activities.

The Angling4Success programme has worked with young people referred by: Children's Services Commissioning, Schools, PRUs, Youth Offending Teams, Connexions, EOTAS Foster care organisations, Children with Disabilities Team, family groups and many different private clients, including Scout troops towards their angling badge.

### WHO IS THE ANGLING4SUCCESS PROGRAMME AIMED AT?

Individuals that have so far benefited from Angling4Success are many and varied, but often include (combinations of) the following characteristics and behavioural patterns:

- INDIVIDUAL A - LOW SELF ESTEEM, low expectations of ability and future prospects. Needs a boost of confidence to re-engage, re-integrate & realise potential to achieve.
  - INDIVIDUAL B - POOR LITERACY or other learning difficulties that have led to disengagement from the mainstream education system. Low achievement and frustration can fuel disruptive behaviour and aggression to the point of exclusion.
  - INDIVIDUAL C - SHORT ATTENTION SPAN gets student into trouble indoors in a large class. We have consistently witnessed the phenomenon that a learner that cannot last 5 minutes in a classroom can focus for hours lakeside or with outdoor activities. This includes those diagnosed with ADHD.
  - INDIVIDUAL D - OUTDOORS TYPE who thrives in the outdoors and is likely to progress to college to complete an outdoor skills course or a career in the outdoors. Feels stifled and unable to learn/achieve in an indoor classroom setting.
  - INDIVIDUAL E - MANUALLY SKILLED INDIVIDUAL who aspires to become a skilled tradesman, detached from any academic aspirations
  - INDIVIDUAL F - STRONG MALE ROLE MODEL required. Frequently, the absence of a father figure has a negative impact on young people's development
- ... And any young person from Year 7 (Age 10+) for whom early intervention can pre-empt disengagement & re-align them towards realising their potential ... before it's too late.

Please contact us to discuss how we can help your young people (re-)engage and achieve in the Great Outdoors.

Positive Outdoor Experiential Learning Outcomes  
for Young People of 10-19 Yrs.

Angling4Success.com

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