

For further information please contact:  
Head Office  
Youth Sport Trust  
01509 226600  
[www.yourschoolgames.com](http://www.yourschoolgames.com)  
email: [info@YourSchoolGames.com](mailto:info@YourSchoolGames.com)

Registered charity number 1086915  
Registered company number 4180163

# SECONDARY SCHOOL AND COLLEGE GUIDE



# SCHOOL GAMES



The School Games is an exciting new sport competition for school children in England, consisting of four levels: intra-school, inter-school, county festivals and national finals. It's hoped the national finals will be a UK-wide event. The Games are designed to build on the magic of 2012 to enable every school and child to participate in competitive sport including meaningful opportunities for disabled youngsters.

Nationally and locally the School Games is being delivered through partnerships. The national partnership is made up of:

- The Department for Culture, Media and Sport who have overall policy leadership, supported by the Department for Education and the Department of Health.
- Sport England who are the Lottery distributor and are supporting the engagement of Sports Governing Bodies and County Sport Partnerships.
- The British Paralympic Association, bringing the vision and inspiration of the Paralympics.
- The Youth Sport Trust, the landscape lead organisation for school sport, commissioned by Sport England to provide development support to schools, sports and other local partners.

Over £128m of Lottery and Government funding is being invested to support the School Games. This includes: up to £35.5m Lottery funding from Sport England between 2010-15; £28.4m exchequer funding from the Department of Health and Sport England to fund 450 School Games Organisers and Change4Life Clubs and £65m exchequer funding from the Department for Education to release a PE teacher for one day a week in all secondary schools.

At a local level the School Games will be delivered by schools, clubs, County Sport Partnerships and other local partners. Local Organising Committees are being set up, chaired by headteachers, to oversee the county festivals. County Sport Partnerships have an important role to play in helping to stage the festivals.

For more information visit [www.yourschoolgames.com](http://www.yourschoolgames.com).

Welcome to the School Games Secondary School and College Guide.

This has been designed to help your school participate fully in the School Games. In the guide you will find information on:

	PAGE
<b>SECTION 1:</b> How to use this guide	3
<b>SECTION 2:</b> What is the School Games?	5
<b>SECTION 3:</b> Adding value across the school	10
<b>SECTION 4:</b> Planning and delivery considerations	15
<b>SECTION 5:</b> Inclusion – ‘Project Ability’	28
<b>SECTION 6:</b> Spirit of the Games: Excellence through Competition	31
<b>SECTION 7:</b> Workforce development	34
<b>SECTION 8:</b> Change4Life Sports Clubs – how they can help	40
<b>SECTION 9:</b> National Governing Body competition formats	44



# SECTION 1

## HOW TO USE THIS GUIDE

## HOW TO USE THIS GUIDE

The purpose of this guide is to support schools\* to build on their existing practice to maximise participation and involvement in the School Games.

This guide has been written with all school staff in mind and considers the roles they could play in encouraging young people to participate in the School Games.

The guide:

- encourages reflection on current levels of competitive provision and how the School Games could add value
- highlights the benefits and opportunities of your school's involvement
- provides a range of practical ideas to increase and enhance involvement
- shares examples from other schools/colleges
- provides ideas for future planning.

Each section is structured in the same way and focuses on four aspects:

**1:** What the section will help you to achieve –

**Help**



**2:** What you need to know –

**Essential information**



**3:** Points to consider and examples from the nine pilot areas who have delivered School Games throughout 2010-2011.

**Ideas to make this happen**



**4:** There is a summarised next steps at the end of each section.

**What next?**



\*Where the word schools is mentioned in this guide, this can also apply to colleges if applicable in your local area as the School Games is open to all young people in years 3-13.



# SECTION 2



## WHAT IS THE SCHOOL GAMES?

## WHAT IS THE SCHOOL GAMES?

### 1: Help

This section will focus on helping schools and their staff to:

- **understand the School Games**
- **communicate and advocate the school's involvement**
- **recognise the opportunities participation could provide from both a sport and wider educational perspective.**

### 2: Essential information

#### What is the School Games?

The School Games forms a key part of the Government programme to secure a meaningful sporting legacy from the London 2012 Olympic and Paralympic Games. It is supported by the Department for Education, the Department of Culture, Media and Sport, the Department of Health and funded by Sport England, through the National Lottery. The focus of this will be to engage and enthuse more young people than ever before to participate in high quality meaningful competition within and across schools, supporting them in achieving their own personal best in sport and in life.

The initiative will be supported by a newly established network of School Games Organisers (SGOs) and Teacher Release (TR) posts. The Youth Sport Trust will be providing development support to schools, sports and other local partners.

#### The School Games aims to:

- Build on existing best practice to provide opportunities for those not currently engaged and provide an appropriate pathway for all young people.
- Be a celebration of competitive school sport that provides opportunities for all young people.
- Maximise the impact of competition as a stimulus for personal best and raise aspirations and make a positive contribution to school ethos.
- Offer opportunities for young people to develop leadership skills and express citizenship through volunteer roles such as officials and team managers.
- Provide access to a range of alternative, modified and traditional competition formats.
- Complement other initiatives in schools which encourage a wide range of young people to participate in sport, such as Change4Life sports clubs.

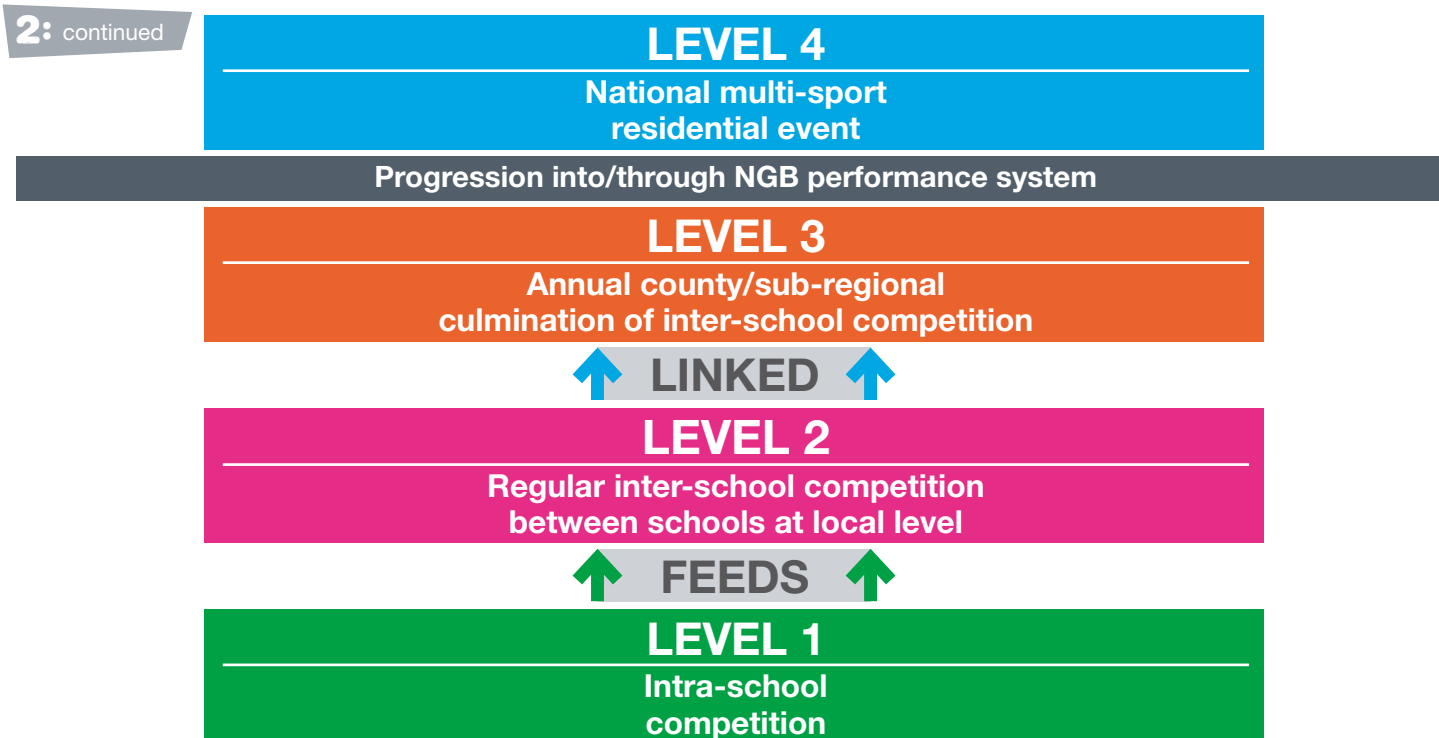
**Through four levels of competitive sport , young people have the opportunity to get involved, have fun, challenge themselves, progress and ultimately compete against the very best talent.**





# WHAT IS THE SCHOOL GAMES?

2: continued



Level	Educational aims	Sporting aims
<b>Level 1 Intra-school competition</b> For many young people, sporting competition is first experienced through intra-school events – between house teams and form groups or in PE lessons.	To support the development of young people's wider skills, qualities and aspirations, making a positive contribution to school ethos, attainment and achievement.	To build on schools' existing work to offer young people a year-round programme of regular intra-school competition in a number of sports, culminating in a <b>School Games Day</b> : the ultimate school sports day!
<b>Level 2 Inter-school competition</b> (Years 3-13) Individuals and teams will be selected to represent their school in local inter-school competitions, many of which will consist of leagues.	To develop a wider range of opportunities valuing pupils' different abilities and interests through a variety of roles. To create wider support for learning through engaging parents/carers.	To involve as many young people as possible by creating breadth in the sports offered and depth through the creation of more teams per sport.
<b>Level 3 School Games Festival</b> Each County/area will host a multi-sport showcase event (a School Games Festival) as a culmination to the year round programme offered at Level 2. Level 3 will be planned and managed through a Local Organising Committee (LOC) established in every county, chaired by a headteacher and supported by the County Sport Partnership (CSP).	To develop young people's life skills and citizenship through creating a variety of competitive pathways and engaging local business and the community to support this.	To enable the most talented school teams in the local area to progress on their competition pathway from Level 2. Young people succeeding at Level 3 will be encouraged to develop their enjoyment of and ability in sport through existing National Governing Body (NGB) club and talent pathways.
<b>Level 4 National multi-sport event</b> This level consists of a high profile national multi-sport event, in which the country's most talented school- age athletes will compete if selected by their NGB.	To provide opportunities for young people to aspire to excellence through increased responsibility in developing their chosen path. Schools with athletes attending this event will be acknowledged and recognised nationally.	To support athletic development and act as a stepping stone to further national and international competition.

# WHAT IS THE SCHOOL GAMES?

## 3: Ideas to make this happen

There are a number of resources available to support you and your school to participate in the School Games – make sure you make best use of them.



Young Officials, Team Managers and Volunteers are key to Levels 1-3 →

## Across LEVEL 1 and LEVEL 2

**School Games website** – [www.yourschoolgames.com](http://www.yourschoolgames.com)  
 Up-to-date information, downloadable resources and exchange of best practice. In addition you will be able to record your school's sports and teams to help with local monitoring and evaluating.

**Youth Sport Trust conferences / networking / training** – Events to share and gain best/innovative practice, as well as up-to-date information to support you in delivering the School Games.

## LEVEL 1

**Schools Guide** – Guidance document to support primary, secondary and special schools and colleges in delivering the School Games, including NGB guidance and sports formats.

**School Games Roadshows** (delivered by your School Games Organiser) – Launch and information-giving events held between October and April.

**TR Manual** – handbook designed to support Teacher Release posts in secondary schools to understand their role and maximise the impact of the School Games in their schools.

**Teacher Release (TR) post in every secondary school** – They will aim to help schools to:

- create sustainable sport competitions, both within and between schools, involving all pupils
- involve their staff, parents/carers, local people and young leaders and volunteers to lead competitive sport
- engage in sport pupils who are less active or who do not have equal access or opportunity to compete (e.g. pupils with disabilities).

**School Sport Organising Committee** – Schools will be encouraged to establish a School Sport Organising Committee (further detail later in this guide) to lead the planning and delivery of the intra-school competition programme.

- National materials included within this guide are provided to support schools in developing and delivering their own School Games programme. NGBs are being asked to create innovative new formats which lend themselves to intra-school competition, and encourage participation by all young people, including those with disabilities. Please refer to section 9 for more information.

**School Games Day branding** – Available for each school to support delivery of their Level 1 School Games Day.



## LEVEL 2

**School Games Organiser (SGO) Manual** – designed to assist the School Games Organiser (SGO) in supporting the delivery of Levels 1 and 2 of the School Games, including NGB guidance and sports formats.

**School Games Organiser** – will aim to help schools to: Increase participation in the least active; increase the number of young people in inter-school competition and develop progression and pathways into club and community sport.

**NGB guidance and sports formats** – designed to offer a fully inclusive menu of competitive opportunities for all young people (please refer to Section 9 for more information).

## LEVEL 3

**Local Organising Committees (LOCs)** – these and further sub committees will lead the planning and delivery of a high quality School Games Festival linked to Levels 1 and 2.

**County Sport Partnership (CSP)** – through dedicated lottery funding they will support the LOC and School Games delivery at Level 3. They will also lead the engagement with NGBs locally to ensure connectivity with local community sports clubs.

In Greater Manchester, the CSP and LOC Headteacher Chair delivered a media launch to key partners highlighting the School Games and how they could get involved. This included highlighting connectivity with local sports clubs and signposting young people and schools into the community.

## LEVEL 4

**A National Organising Committee (NOC)** – to oversee the national multi-sport event, engaging with NGBs to ensure their performance pathway allows the most talented young people to compete at this high level of competition.

## 4: What next?

- In your first faculty/department meeting share the key principles of this guide with your colleagues so everyone knows what the School Games is and how they can get involved.
- Discuss with colleagues in your department and across departments how the School Games can support your educational objectives and curriculum.
- Look through your current competition calendars and identify where there are opportunities to engage more young people.
- Share these calendars with your SGO.
- Read through the NGB competition formats, selecting those that best suit your young people and school needs.
- Find out the date of the Level 3 event in your area from the SGO as Level 1 and 2 will be expected to feed and link to this.



# ADDING VALUE ACROSS THE SCHOOL



## 1: Help

This section will focus on schools and staff to consider:

- how to use the School Games as an educational strategy to achieve whole school priorities and outcomes
- how to maximise the potential of wider learning for pupils
- how to share learning across the school and also with other schools.

## 2: Essential information

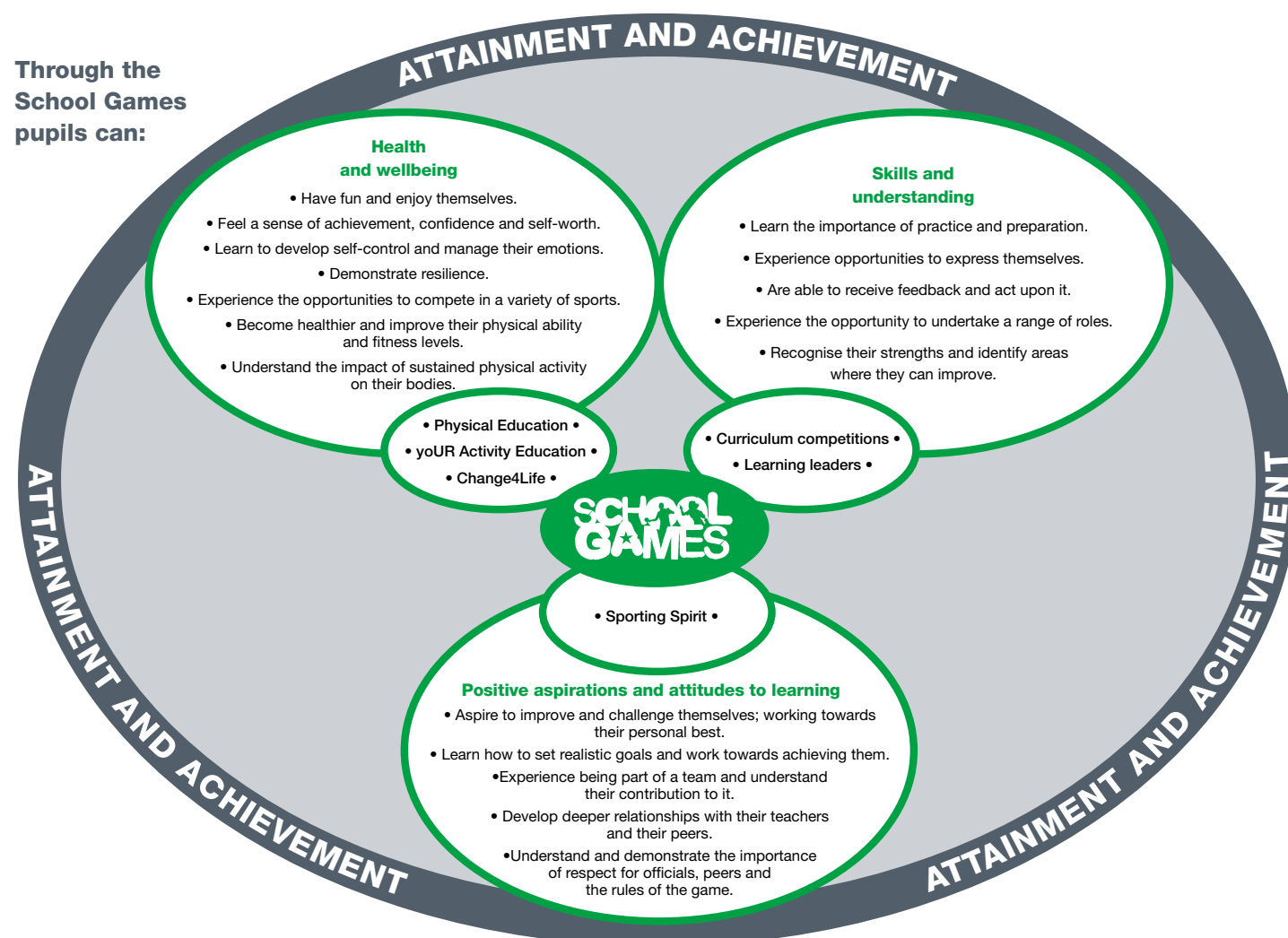
### Supporting the achievement of school priorities and outcomes

The School Games can provide additional opportunities for schools to work in partnerships with other schools, organisations and businesses as well as within and across communities to promote learning and wellbeing. The School Games creates further opportunities to engage effectively with parents and carers and provide an inclusive opportunity for all young people to be involved. When integrated into development planning the School Games can also provide an effective strategy to support a range of achievement focussed priorities from developing a positive school identity to providing a framework for increased student ownership of learning through engaging with the different sports and activities offered.

**Schools have collated data from athletics and fitness competitions to develop hypotheses linking testing to performance in Maths.**

**The School Games can be used to support key priorities for whole school improvement.**

Through the School Games pupils can:



## 3: Ideas to make this happen

### Health and wellbeing

High Quality Physical Education (HQPE) in schools plays a significant role in improving the physical health, emotional wellbeing, mental stamina and resilience of young people. As well as providing opportunities to develop a wide range of transferrable skills, HQPE offers young people a breadth of activities and learning experiences which can develop their confidence, self-esteem and social interaction as well as their physical development.

The School Games provides a context to develop and apply this wider learning through intra and inter school participation and competitive experiences. The range of opportunities to engage all young people in this experience are further supplemented by the **Change4Life (C4L) programme**.

The C4L initiative targets those young people who are least engaged in traditional sporting opportunities and encourages them to take greater ownership and direction of their health, wellbeing and physical development. (See section 8 for more detail)

**Schools have used sport to engage targeted groups of pupils with poor attendance. After a few weeks of being involved in school sports clubs, the confidence and self esteem of these young people improved so much they were able to lead and organise competitions for their peers. Through their involvement in sport and their growing confidence, they became much more engaged and motivated at school which also led to a significant improvement in attendance.**

**Schools have used video footage taken from inter-house sport as core material for sports commentary as part of a speaking and listening module in Year 9.**

### Skills and understanding

The School Games can be a catalyst to consolidate and enrich the skills and understanding learned across the curriculum. As well as engaging young people in recording and reporting the performances of their peers, the School Games provides a range of opportunities for improving their literacy and communication skills, as well as supporting various themes that underpin a positive school ethos. In particular these include the development of independent learning, leadership and personal challenge.

In support of the whole school engagement with the School Games **a number of competitions** are being run with a particular spotlight on the programmes being run at Levels 1-3. These competitions, designed to complement learning delivered through the school curriculum, are centred on the Spirit of the Games values of passion, belief, respect, honesty, teamwork and determination. These values, developed by young people across the country are the six aspects that hold the greatest importance when participating in sport. These values form the Spirit of the Games.

Entries to the competitions will be inspired by the activity at intra and inter sport level. Successful submissions will receive recognition at a regional and national level, with the overall winners contributing to the Level 4 School Games being held at the Olympic Park in London in May 2012.

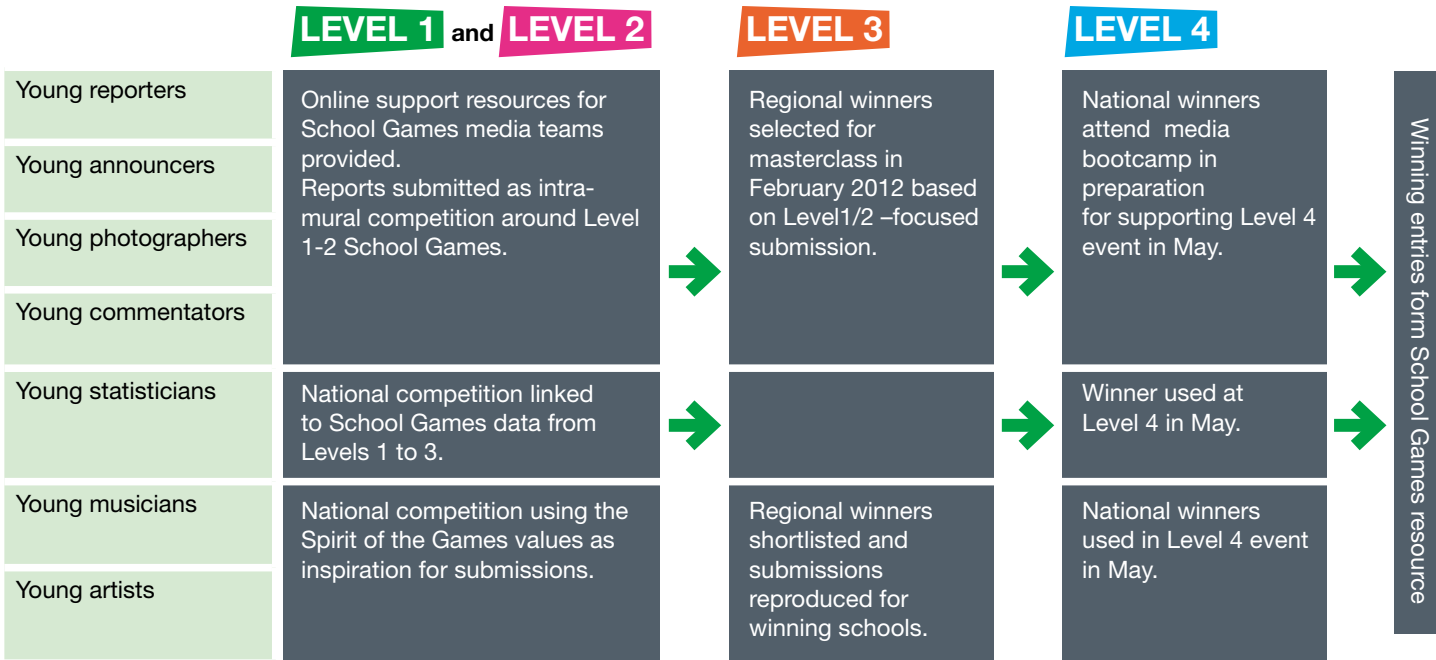
**Schools have linked images of sports performers to the Spirit of the Games values as a stimulus for a Year 8 art and music module.**

**Another pupil stated 'PE has given me stuff so that I can do things better by myself. I didn't used to like talking to someone one-to-one before but now I know I can do those things... I'm proud of myself... my confidence built up through sport so I think my GCSE results got better'**

Curriculum Competitions: Whole school links

Young person's role in competition	Curriculum Links	Examples within the curriculum
Young reporters	Composition and conventions	Writing for different audiences, persuasive writing in drama, English, media, literacy and modern foreign languages
Young announcers	Speaking and presenting	Communication skills in drama, English, media, literacy and modern foreign languages Leadership skills
Young photographers	Creativity and composition	Capturing movement, recording events, portraits of competitors, documentary photography
Young commentators	Listening and responding Speaking and presenting	Communication skills in drama, English, media, literacy and modern foreign languages
Young statisticians	Data handling	Maths and numeracy – recording and analysing statistics to improve performance Health and fitness: weight/height/performance Hypotheses – test by designing questionnaires/experiments
Young musicians	Composing, performance and listening and reviewing	Understand musical traditions – cultural elements to music and song Music and song to motivate teams Anthems
Young artists	Designing for a purpose and specific audiences	Designing team logos and mascots Recording events – observational drawing of sports events

Curriculum Competitions: Competition format



Positive aspirations and attitudes to learning

The School Games can be used as a stimulus for supporting an ethos of personal best and positive school identity. As part of the development of the School Games programme, six values have been identified by young people for young people to form the Spirit of the Games. These are the core principles which should underpin the School Games experience for young people.

They can provide a framework for a whole school approach to increase engagement across the wider school community.

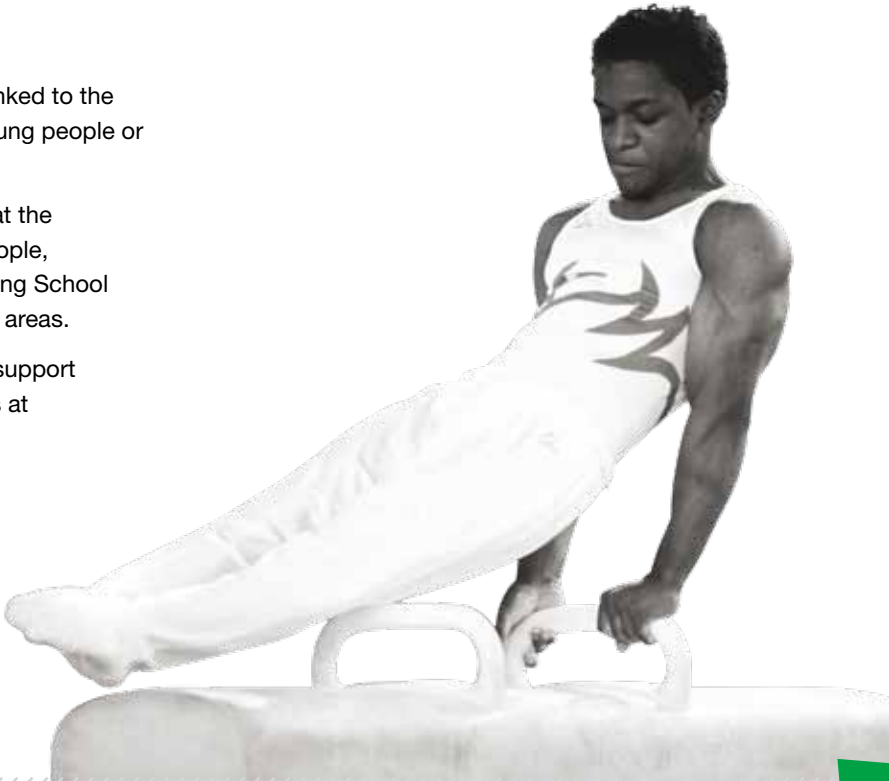
Schools have created media teams as a catalyst for booster lessons in English.

Spirit of the Games	Young people definitions
Determination	Keep going no matter what. Determination is about the journey you go on to push yourself and achieve your dreams. Have the mental strength and the self discipline to overcome obstacles, commit to your goals and keep working every day to become the very best you can be. Don't hold back!
Honesty	With others and with yourself. Have the courage to do the right thing. Be truthful and promote fairness in every situation.
Passion	Giving it 100%, putting your heart and soul into whatever you are doing and never giving up. Care about what you do and the people around you, and approach each opportunity with enthusiasm and positivity.
Respect	Treating others politely and with understanding. Accepting life's 'ups and downs' with grace. Respect everyday, in everything you do and for everyone around you.
Self belief	You've got to believe to achieve. Have the self belief and confidence to succeed and reach your personal best.
Teamwork	Treat everyone equally, support each other's and work together to have fun and achieve. Celebrate each others' success. Be a good friend and a positive team player in school, sport and life.

See section 6 for further details.

4: What next?

- Identify which of your school priorities can be linked to the School Games, e.g. identify target groups of young people or key areas of school life
- Identify the possible opportunities/pathways that the School Games could provide for your young people, e.g. developing leaders across the school or using School Games opportunities to link different curriculum areas.
- Identify key colleagues and resources that can support you, e.g. introduce School Games opportunities at Head of Faculty meetings





# SECTION 4



## PLANNING AND DELIVERY CONSIDERATIONS

## PLANNING AND DELIVERY CONSIDERATIONS

This section looks firstly at **LEVEL 1** and then **LEVEL 2** of the School Games

### LEVEL 1

#### 1: Help

This section supports schools / colleges and staff to:

- understand the expectations of participation in Level 1 of the School Games
- consider how you plan for and deliver regular intra-school competition to involve more young people, culminating in a School Games Day.

#### 2: Essential information

Every secondary school and FE College is encouraged to deliver the following:

- An annual calendar of intra-school competition at Level 1 of the School Games. This could involve inter-form /class competitions, or house matches.
- A School Games Day, which is the culmination of the annual calendar of intra competition – staged in June / July.

Schools will decide which sports are likely to stimulate the greatest demand and enthusiasm from their young people.

All young people should be encouraged to participate.

The competition should be regular and where possible, scheduled to allow progression to Level 2.

#### 3: Ideas to make this happen

##### The annual calendar of intra-school competition

Think about how you could adapt or modify the competition to make the best use of the facilities and space you have at your disposal.

- Each of the School Games Sports competition formats included within this guide (Section 9) provides you with ideas on traditional, modified and alternative formats which can ensure flexibility depending on the numbers of young people you have, and the space you have available.

Consider where and how you deliver intra-school competition, both formal and informal provision that will attract more young people.

Luton Sixth Form College delivered a recreational intra-school volleyball competition using the grass area between picnic lunch tables where students from non sports courses congregated, and played informally. By moving volleyball out of the sports hall and into a more social area, many more young people were encouraged to take part. Putting the emphasis on fun also prompted lots more students to 'have a go'.

You may wish to work with other members of staff to plan inter-form challenges in design, music and ICT etc. These can be delivered across the year which then culminate in a School Games Day.

##### Checklist on inclusivity:

- Does your intra-school competition programme provide a range of sports to engage all young people? Are there individual as well as team sports?
- Could you include a Paralympic sport?  
For example: sitting volleyball, athletics or goalball?
- Could you arrange a competition that sees able bodied and young disabled people compete together?  
For example: zone basketball.

For further ideas on how to ensure the inclusivity of your competitions, please see the NGB competition formats within this guide.

Riverside College delivered 10 sessions across a number of sports ranging from Ultimate Frisbee to badminton and football.

Sixteen students were involved in the leadership, management and organisation of sessions, which linked into their national diploma.



The School Games Day

Get the date in the school calendar as soon as you can!

The Level 1 School Games Day is a culmination of your year-long intra-school competition programme. As the climax of your school sport competition calendar, it has the potential to bring young people together under the banner of sport, and be a celebration of healthy competition, culture and community.

Could you include the finals of your intra-school competition programme in your School Games Day?

The emphasis of the School Games Day is on recognising intra-school competitive achievement throughout the year by creating a positive and rewarding experience for all.

SAMPLE SCHOOL GAMES PROGRAMME
10.00 : Opening Ceremony
10.15 : Final of the Year 9 boys inter-tutor group basketball
11.00 : Final of the Year 9 girls inter-tutor group netball
11.45 : Final of Year 8 house goalball
12.30 : Final of Year 7 gymnastics competition
2.00 : Athletics track events
2.30 : Athletics field events
3.00 : Awards and Closing Ceremony

Can your School Games capture the ethos of the early modern Olympics to bring together sport, culture and education in a single event?

The School Games Day provides you with a fantastic opportunity to explore culture, diversity and the strengths of your school, and a chance to encourage other colleagues within your school to share their skills and experience.

There are lots of ways that you can include cultural activity in your School Games Day and you may wish to think about the following:

- Opening Ceremony:** This provides a great opportunity to involve young people and staff from different departments/faculties across the school. The cultural element of the ceremony could include for example dance, music, costumes, mascots and speeches created by young people and represent the school or local community's cultural history or make up.
- Closing Ceremony:** An opportunity to recognise and celebrate the achievements of young people across the school from their involvement in a range of sport and cross-curricular competitions.

Your School Games Day will be a great chance to raise the profile of the school.

When you register the date of your Level 1 School Games Day on [www.yourschoolgames.com](http://www.yourschoolgames.com) you will receive a branding pack to support you in promoting your Day and to help deliver your event.

Below are some suggestions on how to promote and deliver your School Games Day:

- Work out a timeline of critical dates and plan when you need to begin promoting the Day.
- Work with a group of young people to investigate ways to promote your School Games Day in and out of school.
- Invite local MPs and VIPs to attract media interest to support the promotion of your School Games Day and your school.
- Link the School Games Day competitions to existing house or form competitions.
- Deploy your young leaders to support delivery of your intra school competition programme.
- Identify young leaders in other curriculum areas to support the organisation and delivery of the School Games Day.

York High School deliver their intra-school competition programme in six sports across the academic year (one per half term) utilising young leaders. These competitions then feed into the Level 2 inter-school competition programme across schools.

Examples from the School Games pilot

Below are some ideas and examples generated by schools who piloted School Games in the 2010-2011 academic year.

Activity	Examples
Dance	Creating space for dance groups Could you run a dance competition as part of your intra-school competition programme with the winning school performing at your Level 1 School Games Day?
Design & Technology	Design a medal, certificate or Olympic torch Each form could design a medal or Olympic torch, with the winning form having their design made and used at the School Games Day. Why not see if other schools are interested in taking part and have a partnership or county competition?
Media	Could some of your young leaders and volunteers take photographs/write media reports? Could you run a sports photography competition across the year alongside your intra-school programme with the winners being the chief photographer at your School Games Day? Would your local paper be interested in running a photography course and supporting you with this?
Literacy/English	Could your young people write articles on your intra-school competitions and include them within your school newsletters?
Music	Could classes write their own anthems or produce music throughout the year in readiness for the School Games Day? Could you run a battle of the bands competition, with the winner performing at the Level 3 School Games Festival?
School Games Values	Could your young people recite the oaths or charters of sporting conduct at each competition?
Visual Arts	Could your young people design banners, posters or leaflets? Could each class design a mascot? Could there be a competition where form groups design a programme for your School Games Day?
ICT	Could young leaders, acting as reporters, 'tweet' about the event on Twitter and encourage parents to follow and pass on the message? Could young people add photos, footage and the results of your year-round programme on your school website?
History	Could young people explore the history of different sports before the event? Are there school records for different sports that could be compared with today's performances?

4: What next?

- Revisit your school sport competition calendar with your Teacher Release – do you have a range of sports included to engage young people?
- What other opportunities could be provided to enable all young people to take part to help them achieve their personal best?
- Promote your intra-school competition calendar to colleagues and pupils and wider community.
- Engage with other departments at the beginning of term to determine how you can work together to maximise the impact of the School Games across the curriculum.
- Put the date of your School Games Day in your school calendar.
- Look overleaf at the case studies for ideas from special and secondary schools who have delivered Level 1 School Games Days in the 2010-2011 academic year.
- Plan your School Games Day in advance so it is a celebration of your year-round intra-school competition.
- Consult with young people to plan your programme of intra competition.
- Ensure your intra-school competition is appropriately calendared to consolidate the learning planned as part of the PE curriculum.





# PLANNING AND DELIVERY CONSIDERATIONS

## SCHOOL: Clare Mount Specialist Sports College

### What did your School Games Day look like?

Our Sports Day was spread over two days. Day 1 was an Olympic Day which aimed to raise the awareness and understanding of the Olympics/Paralympics amongst staff and pupils, whilst also experiencing five Olympic sports.

**Day 1** started with a whole school display by a track cycling display team and involved five sports

- cycling (with Wheels for All adapted bikes for those that cannot ride)
- athletics
- table tennis
- judo
- trampolining.

The pupils also did short workshops on designing an Olympic mural, how to use the GET SET and Ability v Ability websites, an online sport survey about what sports they want to do next year and a challenge to see how they did compared to certain world records. The day was supported by local clubs and NGBs.

**Day 2** (which followed a week later) involved a series of 18 fun games and challenges that pupils moved around in teams, such as a golf target challenge and tennis target challenge.

### How did you include the three key themes of a School Games Day?

**Culture:** We held a whole school assembly on the day before the Olympic Day which focused on ‘then and now’ which also included sports demonstrations.

Pupils designed banners which were then displayed in the corridors to raise the profile of our School Games Day.

Pupils explored the Get Set and Ability v Ability websites in the lead up to the event for ideas.

Our certificates included sporting values which were then awarded to pupils.

**Celebration:** we ensured the two days were a celebration of school sport, including both individual and team sports. We incorporated the principles of the Olympics and Paralympics into our School Games Day which helped raise the profile of the event.

**Inclusion:** as a specialist sports college inclusion underpinned all the activities we did as shown, for example, by the use of adapted Wheel for All bikes. We also ensured a wide range of activities were included within our School Games Day enabling all young people to take part.

### What top tips could you give to schools planning to run their Level 1 event next year?

- Plan early! For next year we have a whole calendar or sports planned into our intra-school competition programme and curriculum.
- Ensure connectivity between the levels of the School Games – our intra programme will feed into Level 2 inter-school competitive events.
- Use your School Games Day as a celebration of the sports you have delivered throughout the year.
- Include culture and creativity to engage more young people – through designing banners and creating dances.

# PLANNING AND DELIVERY CONSIDERATIONS

## SCHOOL: Mary Rose School

### What did your School Games Day look like?

Our School Games Day was held off site at two venues, The Mountbatten Centre and at a local playing field. It included an opening and closing ceremony, intra-school competition and cultural aspects.

All activities were fully inclusive (consisting of athletics and multi skill events). In addition we included arts and crafts as part of the day as well as dance opportunities – ensuring that every pupil was able to take part.

### How did you include the three key themes of a School Games Day?

**Culture:** we ran an opening ceremony on the day which included speeches from sport VIPs, music, a sports values pledge and dancing.

All classes were encouraged to design their own banners referring to sporting values as well as creating dances which were performed in the week leading up to the day.

All our sports leaders also used the values to come up with a pledge for all participants to read out before competing.

**Celebration:** all pupils took part in intra-school sport and rewards were given to celebrate their achievements. This was in recognition of performance achievement as well as demonstrating sporting values.

We celebrated the achievements of our pupils by inviting parents to the day. School governors also attended as well as a GB Olympic Judo player and a Paralympic shooter.

To raise the profile of our day we used large banners to represent the cultural component and invited other schools to celebrate with us.

**Inclusion:** we included a range of activities to engage all our pupils. This included athletics (track and field), bowling, football, and a sensory assault course. Pupils competed individually for rewards but also collected points for their house team.

### What top tips could you give to schools planning to run their Level 1 event next year?

- Promote your day with the community – we held our day at a community site
- Provide a range of sports that allow young people to compete for individual rewards as well as contributing to a team.
- Include culture and creativity to engage more young people – work with your arts department! and do this to create a build-up to the event before your day.

## PLANNING AND DELIVERY CONSIDERATIONS

### SCHOOL: Chatsworth High Community and Special School

#### What did your School Games Day look like?

We had an opening ceremony with teams carrying the different national flags. The five teams were each dressed in a shirt of one of the colours of the five Olympic rings. Five activities were set up and each team rotated round the activities. Young leaders helped to run and judge the activities. After lunch we set up three main activities involving boccia, golf, Ultimate Frisbee and a skills challenge. Here we mixed the teams up into three teams and rotated the groups so everyone had the opportunity to participate in every activity. At the end of the day a special medal ceremony was held giving gold, silver and bronze medals and participation medals and certificates were given to all the pupils.

#### How did you include the three key themes of a School Games Day?

**Culture:** each team dressed in the colour of an Olympic ring and carried flags which contained those colours in their opening ceremony. In addition assemblies in the build up to the event discussed Olympic and Paralympic values which we saw young people demonstrate on the day.

**Celebration:** as part of super learning week we adopted the main theme as sport, which meant the day itself was a celebration of all this learning and work. We also linked with two other schools as part of our School Games Day.

**Inclusion:** our whole day had a focus on inclusivity with all young people encouraged to take part ranging from mainstream pupils, physically disabled young people and those with special educational needs. We did this by involving the pupils in the planning of the day, who were tasked with working together to design the activities themselves.

#### What top tips could you give to schools planning to run their Level 1 event next year?

- Deliver some pre-planning sessions with your students to come up with their innovative ideas to include on your School Games Day.
- Encourage pupils to work together to promote inclusivity and reduce perceived barriers to disability.
- Liaise with your senior management team to promote the event and sporting values.



## PLANNING AND DELIVERY CONSIDERATIONS

### SCHOOL: Risedale Sports and Community College

#### What did your School Games Day look like?

Our day consisted of 14 Olympic events that students could choose from. These were held both on and off school site and were led by Level 2 qualified coaches. Each student was encouraged to strive for their personal best and competed against fellow students in each event.

#### How did you include the three key themes of a School Games Day?

**Culture:** we incorporated four cultural events for young people within our School Games Day. These were:

Media groups – sports reporters for the day.

Dance groups – developed and performed a closing ceremony dance.

Arts groups – used the Olympic values to create art displays for the day.

Music groups – developed and performed the closing ceremony theme tune.

We also held several assemblies in the build-up to the event where we asked students to nominate others for the torch relay.

**Celebration:** our day was a celebration of intra-school sport and through engaging all students we were able to recognise all their achievements from throughout the year.

**Inclusion:** all students were included on the day through a range of team, individual, sports and non-sporting activities. Our disabled young people were fully integrated into all events through the use of adapting activities and equipment. We also ensured we had a full representation of students supporting the shaping of the event, empowering student voice.

#### What top tips could you give to schools planning to run their Level 1 event next year?

- Offer as many events as possible to engage all young people.
- Invite your Governors to be part of the day.
- Involve students in planning the structure of the day to increase engagement.



# PLANNING AND DELIVERY CONSIDERATIONS

## SCHOOL: Ellesmere College

### What did your School Games Day look like?

- The day was completely off timetable.
- Morning assembly on key themes and wake-up, shake-up.
- Morning sports day was done in tutor groups across a series of tasks – tutor groups earned points towards their houses (school has four houses which are across KS3/4 and 5).
- Lunch was packed lunch for all students. Two Sixth form students held an outside disco in the quad.
- Afternoon was team events – rounders, football etc. These students were selected into teams. Some students wished to watch whilst a very small number opted not to participate. These were involved in ICT projects connected to the day.
- Mid afternoon – students could access fruit etc. as a mid afternoon break (encouraging healthy food choices).
- The day was different to a sports day as we held a mixture of engagement points and strategies to support all pupils to participate in a variety of ways.

### How did you include the three key themes of a School Games Day?

**Culture:** the assembly focussed on the Olympic and Paralympic values to encourage the pupils to think about sporting conduct prior to participating.

We used dance at lunchtime for the pupils – and linked some of this to the Level 3 School Games Festival for the cultural opening ceremony.

**Celebration:** we held a Champions night event to celebrate pupils’ successes. This included a Paralympic/Olympic presentation and was attended by parents, young people and local clubs and coaches. A BBC sports commentator was also in attendance.

We also used the day to recognise and celebrate all pupils’ abilities – focussing on their personal best and their contribution to their school houses.

**Inclusion:** there was a range of activities to engage all young people. In the afternoon (which was more competitive in nature) we had a range of sports.

We also included pupil leaders as coaches, technicians and event organisers.

### What top tips could you give to schools planning to run their Level 1 event next year?

- Provide both individual and team events to cater for all young people. This allows young people the opportunity to achieve their personal best.
- Ensure there is a balance between participation and competition – our young people really enjoyed the competitive nature of the afternoon!
- Look at how you can engage parents – we did this through our Champions night.
- Use your School Games Day as a celebration of house achievements as well as sport to engage more departments across school.

# PLANNING AND DELIVERY CONSIDERATIONS

## SCHOOL: Arbour Vale School & Specialist Sports College

### What did your School Games Day look like?

- Our Key Stage 3-4, post-16 and autistic spectrum disorder (ASD) students went to Thames Valley Athletic Centre, a local community venue where Olympic athletes train. They competed in athletic activities, (field/track) plus some additional inclusive activities.
- Early years children, Key Stage 1-2 and ASD students competed on our school sports field. They took part in a rotation of athletic activities, potted sports and inclusive activities.
- We made our day different to a sports day by including cultural components and by embedding our house system across school.

### How did you include the three key themes of a School Games Day?

#### Culture:

- Banners, flags and traditional costume hats/colours were made for representation of whichever country a class competed as.
- International Inspiration – Pakistan, Dreams & Teams – South Africa, Cambodia through our community link with a dance company, Afghanistan through Afghan connection.
- Music and musical instruments for each country were used e.g. African drums.
- Sporting values were widely used across the curriculum and were emphasised at pre School Games Day assemblies.

#### Celebration:

- We celebrated our intra-school competition programme and linked with our inter-house competition.
- We invited all parents who also helped in the flag procession.

#### Inclusion:

- There were a range of sports to engage all young people.
- Young people competed individually but belonged to a team as part of the house competition system.
- We differentiated with equipment pending our pupil’s needs.

### What top tips could you give to schools planning to run their Level 1 event next year?

- Use your School Games Day as a celebration of house achievements as well as sport to engage more departments across school.
- Look at your other programmes across school and use the School Games as a vehicle to support these.

# PLANNING AND DELIVERY CONSIDERATIONS

**SCHOOL:** Victoria Education Centre

## What did your School Games Day look like?

Our School Games Day saw the whole school taken off timetable to take part in an ability-specific sport. The students took part in competitive sports such as boccia, hockey, tag rugby and swimming while earning points for their team which were judged using the Paralympic and Olympic values.

## How did you include the three key themes of a School Games Day?

### Culture:

- Each class designed their own cultural class flag and produced a piece of music which was used at the opening and closing ceremonies.
- We linked to music, drama, English and the Humanities department across school to achieve this.
- Young people were awarded points for their team for not only doing well in their individual and team competitions but also for demonstrating sporting conduct values.

### Celebration:

- All young people who took part were awarded and recognised for achievement and participation while those young people who won events such as the second ever wheelchair Grand Prix were awarded for this at the end of each event.
- The day culminated in a closing ceremony where students and staff were given their awards in front of parents.
- The winning class was also announced with their own flag raised at the end of the day; whilst playing the music which they composed.

### Inclusion:

- The day was designed to include all of our young people who range in ability from P level complex needs students to high national curriculum level (in PE).
- Complex needs students took part in some sports such as the Grand Prix and sensory activities such as fishing and boat trips. Other students took part in sports such as swimming, boccia, hockey, tag rugby and athletics.

## What top tips could you give to schools planning to run their Level 1 event next year?

- Work with other departments across your school to provide a cultural element to your School Games Day.
- Incorporate sporting charters and conduct to ensure all young people demonstrate the right values as well as competing.
- Ensure your competitive opportunities are progressive.

# PLANNING AND DELIVERY CONSIDERATIONS

THIS CASE STUDY CAN SUPPORT YOUR TRIP POST WHEN THEY ARE WORKING ACROSS PARTNER PRIMARY SCHOOLS

**SCHOOL:** Castlecroft Primary School

## What did your School Games Day look like?

- Afternoon of activity in July made up of track athletics and traditional sports based on the 1950s (sack races and tug of war).
- Open to all parents and governors of the school.
- Delivered by school teachers and young leaders from the secondary school
- Every young person competed in at least one event for the chance to win points for their house team. The overall winning team then received the cup.



## How did you include the three key themes of a School Games Day?

**Culture:** we had an opening ceremony led by our school samba band around the field with the whole school involved in a flag bearing procession. Young people were allocated a country's flag and had spent time in lessons learning about that country. We also ended the event with a closing ceremony with a parade and music.

We also had an Olympic torch relay race where young people had to compete in a relay holding their torches to celebrate the 2012 Olympics and Paralympics.

**Celebration:** the day was a celebration of intra-school sport competition. We promoted the event to parents who attended the afternoon. In addition governors of the school supported the delivery of the competition.

We also had house captains who were responsible for collecting the trophy and motivating their team.

We worked with our secondary school's young leaders to support the delivery and officiating.

**Inclusion:** the event was fully inclusive, enabling our young people with disabilities to compete against their able-bodied peers in a variety of events such as the sprints and relay races.

## What top tips could you give to schools planning to run their Level 1 event next year?

- Plan early! Our teacher who is in charge of music planned the song for the opening and closing ceremonies and held practices in the run up.
- Allow enough time for the procession to take place and to get the young people seated.
- Encourage all staff to get involved so the events can run smoothly and young people are not seated for too long.
- Keep the activities that are meaningful to your school and young people as well as trying new things!
- Ensure there is a mixture of fun activities as well as more competitive ones to enable all young people to represent their house and participate.



## LEVEL 2

### 1: Help

This section will focus on supporting schools and staff to:

- understand the expectations of participation in Level 2 of the School Games
- consider how to plan for and deliver regular inter-school competition for more young people, enabling them the opportunity to progress to Level 3.

### 2: Essential information

Every secondary school and FE College is encouraged to offer and participate in inter-school competition at Level 2 of the School Games. This could involve School Games Leagues aiming to involve as many young people as possible (through the promotion of more teams in each sport).

Schools will decide which sports are likely to stimulate the greatest demand and enthusiasm from their young people and these sports should have progression from Level 1.

At Level 2 the opportunities provided should allow the most talented school team to progress to Level 3.

### 3: Ideas to make this happen

Work with your SGO and other schools to develop a year-round inter-school competition calendar.

The SGO has a strategic role in co-ordinating Level 2 inter-school competition, working in partnership with schools to develop the competition programme, ensuring there is a clear progression to Level 3. To ensure this structure is sustainable, schools need to be committed to delivering certain elements of this and support collaboration.

There are a range of electronic fixture generators available to support you at Level 2; please visit the School Games website – [www.yourschoolgames.com](http://www.yourschoolgames.com).

When planning Level 2, you could do the following:

- Share responsibilities:

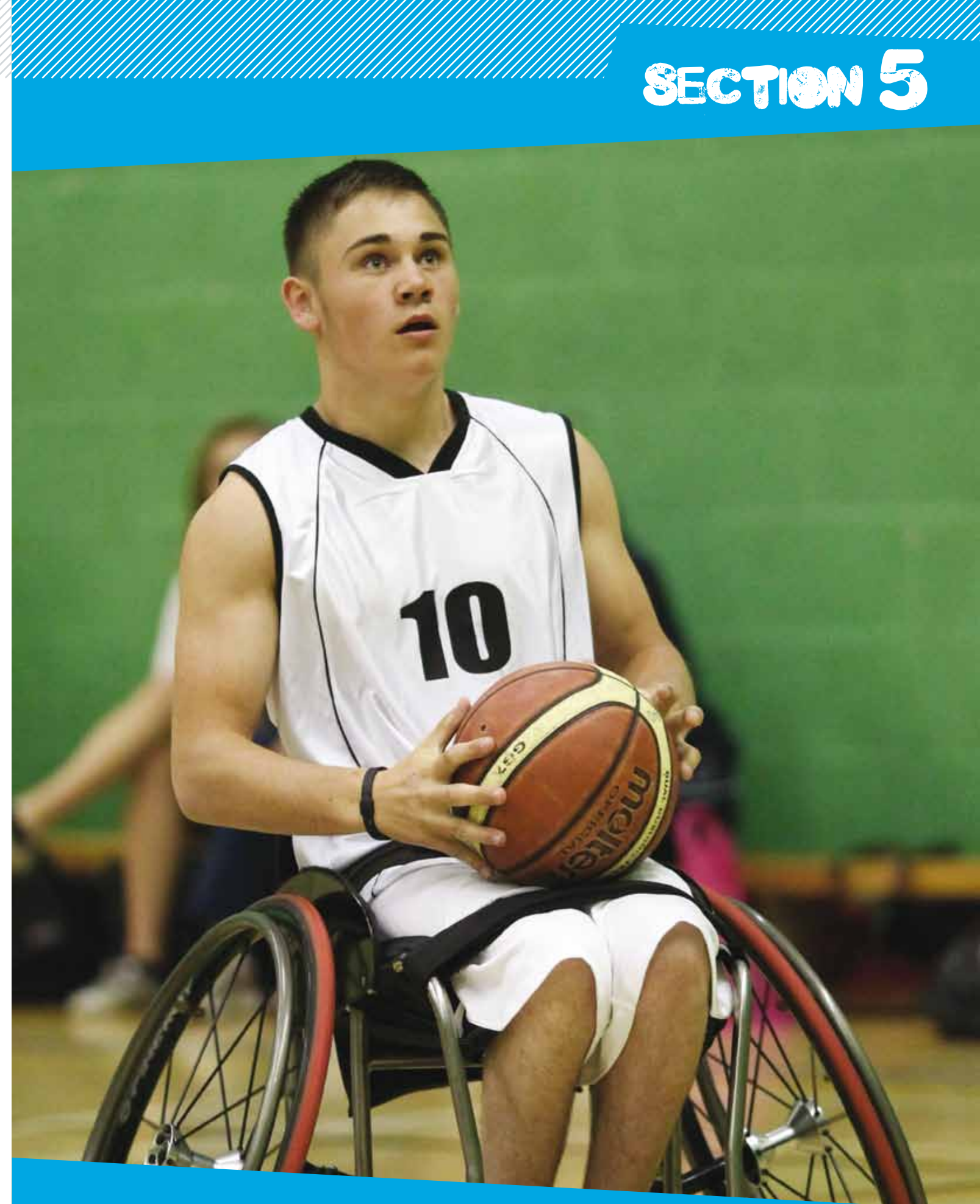
In Wyre Forest, the School Sports Association meets at the beginning of each academic year to determine which school is leading on each sport competition. This can then be alternated on a yearly basis to ensure each school has a commitment to inter-school competition and that the delivery is shared.

- Run central venue leagues; where possible look to reduce the number of nights for fixtures by running central venue leagues. This could be for several teams in a sport or several sports taking place on the same night.
- Establish a seeding system to manage different performance levels between schools. Could you run an emerging and established league in each sport?
- Where you have a range of small and large schools, look to either combine teams for the smaller schools, or seed the leagues to ensure all schools have an equal opportunity to compete.
- Look to deliver your inter-school competitions on set nights, so young people know when their fixtures are.

South Bromsgrove High School deliver weekly U14 netball on a Tuesday, U15 on a Wednesday and U16/ U19 on a Thursday.

### 4: What next?

- Revisit your inter-school sport competition calendar – do you have a range of sports included to engage all young people?
- Identify additional opportunities which could engage more young people at this level.
- Promote your inter-school competition calendar to colleagues and pupils.
- Find out from colleagues if anyone has an interest in a sport and would like to support Level 2 inter-school competition delivery. Could you deploy sixth form leaders to support this?
- Find out the date of the Level 3 School Games Festival from your SGO and put it in the calendar.
- Meet with your SGO to discuss your school competition calendar and identify any further support needed.



# INCLUSION – 'PROJECT ABILITY'

## 1: Help

This section will support schools and staff to:

- reflect on whether competitions offered at school engage young disabled people
- identify what to do to ensure competitions are inclusive and engage all young people.

## 2: Essential information

The ambitions for young disabled people within the School Games are to:

- enable participation in regular competitive activity at each level of the School Games
- develop meaningful competitive opportunities as part of the school sport pathway
- raise confidence levels
- change perceptions and enhance understanding of disabled people to provide inclusive opportunities to compete alongside non-disabled athletes.

“ 50 Project Ability schools will help to drive the ambitions of the School Games. These schools will provide specialist support to 450 SGOs and the schools they work with. ”

### Project Ability

A bespoke project within the School Games designed to help drive and increase opportunities for young disabled people

Through a range of interventions and activities, Project Ability will support schools to improve and extend their provision for young disabled pupils to take part in competitive sport.

These interventions and activities include the following:

- Innovation with NGBs to establish inclusive formats with tips and advice on how to adapt activities as well as specific impairment formats.
- Training for all SGOs in disability awareness and planning and delivery of inclusive competition, supporting L2 delivery.
- Equipping all schools to increase participation by those young disabled people who need more substantial or significant help through TOP Sportsability, supporting L1 delivery.
- The inclusion of disability events within L3 events.
- Aspirational Paralympic events within the Level 4 national competition.
- The establishment of a network of **50 lead schools who have established experience in engaging young disabled people.**

The 50 schools leading the delivery of elements of Project Ability will help to drive the ambitions of the School Games by:

- delivering bespoke YST-developed training and providing local advice and guidance to SGOs
- driving the establishment and implementation of more local competitive opportunities for young people
- sustaining young people's participation beyond their involvement in competition through the development of school club activities.

By driving Project Ability, schools will encourage meaningful high profile sport competitions for young disabled people. This will provide an excellent platform for schools to launch a full programme of targeted competitions as the Paralympics close in September 2012.

## 3: Ideas to make this happen

**Ensure your school competition programme engages all young people!**

It is important that your competitions include a range of team and individual sports and a variety of competition formats.

Competitions may be targeted to a cohort of young people, for example, those with profound and multiple disabilities. These may include specific formats in disability sports such as table cricket and boccia.

All NGB competition formats are inclusive in design and provide advice/guidance on how to adapt activities and integrate young disabled people in teams alongside able-bodied youngsters as well as impairment specific formats. For example, in goalball, inclusive zone basketball and zone hockey.

For further ideas on how to ensure the inclusivity of your competitions, please see the NGB competition formats within section 9 of this guide.

The Black Country worked closely with the English Federation of Disability Sport, who were represented on their LOC. Through this relationship, they were able to draw on the experience of that member and were able to offer alternative ways of engaging both special schools and mainstream schools with young people with disabilities. Five special schools were represented at their School Games Festival, and their vision for the future is to continue to engage young people with disabilities from both special and mainstream schools to engage in competition together.

## 4: What next?

- Revisit your intra-school competition programme. Are you offering a range of sports to engage all young people? Are there individual as well as team sports?
- Have you included any Paralympic sports as part of your offer?
- Read Section 9 of this toolkit for ideas on how to include all young people in your competitions.
- Speak to your SGO for further ideas on how you can ensure your competitions are fully inclusive.

Arbour Vale School delivered their 2010-2011 school competition programme through integrating a range of sports and adapted equipment based on pupil needs. Pupils had the opportunity to compete individually but also gain points for their houses.

In Hertfordshire, schools have been working with England Athletics to develop intra and inter-school competition formats focussed on enabling young disabled athletes to compete alongside able-bodied athletes. These findings and formats will be shared with you over the 2011/2012 academic year.



Chatsworth High School empowered their student voice by encouraging young people to design activities themselves that included mainstream pupils, physically disabled young people and those with special educational needs.



# SECTION 6



## SPIRIT OF THE GAMES: EXCELLENCE THROUGH COMPETITION

## SPIRIT OF THE GAMES: EXCELLENCE THROUGH COMPETITION

### 1: Help

This section will help schools and staff to identify opportunities to:

- use sport as a transformational tool to develop personal values and attitudes amongst young people
- use the Spirit of the Games as a vehicle to develop and contribute to a whole school ethos
- use a set of values which underpin personal excellence and inspire young people, staff and volunteers alike to make both the competition and performances of as high a quality as possible.

### 2: Essential information

**Passion. Belief. Respect. Honesty. Teamwork. Determination.**

Developed by the Youth Sport Trust with young people for young people, these are the six values young people have told us are the most important to them in sport. Together they form 'Spirit of the Games' part of the wider Sporting Spirit programme.

Competition creates the ideal context in which to explore personal values and conduct, as through it young people can learn how to handle victory and defeat, how to believe in their abilities and achieve their personal best, and how to respect their opponents and work with their team-mates to achieve success. The way in which schools communicate these values and involve young people in championing this cause will help bring the Spirit of the Games to life. This will ensure that competitive school sport is a rich learning experience for your young people, an experience which develops them to be not only the best sportsperson they can be but the best person as well.

**Spirit of the Games:  
Excellence through Competition**



### 3: Ideas to make this happen

What roles can young people play in making Sporting Spirit a core part of your School Games event? Can they take ownership and responsibility for their own Values?

- Work with young people to define and work on the School Games Values prior to the event. How are they going to promote them?
- Create a reward scheme based on the values, with awards for young people nominated by their teachers across subjects.
- Create a school charter especially for your event – perhaps written by young people.

Mary Rose School delivered school assemblies on the values of Sport and encouraged the pupils to come up with oaths and charters as part of overall school life which they read out before intra-school sport competitions.

- Get young people to write oaths for players, officials, coaches and spectators. Maybe a representative of each of these groups could read the Oath before the start of the event.

*"Determination is being part of a team.*

*If you're not determined you will lose the dream.  
Rely on your mates in every way, keep on working every day.*

*Respect yourself and everyone, taking part is good fun"*

*Oath written by students, Salford City Academy*

- To engage more young people at your event why not nominate a Spirit of the Games Champion who could be tasked to oversee the day, observe players who deserve nominations for values awards, resolve disputes, and more.

Salford City Academy ran an exciting week-long, cross-curricular programme, which explored the values and integrated them across the school.

- Could you deliver assemblies promoting the School Games values and whole school ethos?



## SPIRIT OF THE GAMES: EXCELLENCE THROUGH COMPETITION

In the week leading up to their L3 event Salford City Academy ran an exciting week-long, cross-curricular programme, which explored the values and integrated them across the school.

In North Yorkshire, one school provided cross-curricular activities for its students which were built into the School Game programme. A group of pupils performed a sports media role during the School Games Festival with a team of sports reporters commenting on the day's events. A dance troupe performed during the opening ceremony, while other pupils created music for the closing ceremony. Artwork was also put up around schools designed to represent the Olympic Values.

### 4: What next?

- Go to [www.yourschoolgames.com](http://www.yourschoolgames.com) for further information and practical ideas on how to encourage personal values and attitudes through the power of sport. You can also download the Spirit of the Games logos from the website.
- In your next faculty/departments meeting discuss how you can integrate the Spirit of the Games into school ethos and your intra-school competition programme.
- At your next Level 2 School Games league fixture, discuss with the other school how you may incorporate the Values into the competition.

66 The Spirit of the Games values were developed by young people, for young people. How will you incorporate them into events and how can they be used throughout your schools? 99



## SECTION 7



## WORKFORCE DEVELOPMENT



## 1: Help

This section will help schools/colleges and staff to:

- develop and empower student voice through the creation of a School Sport Organising Committee
- be clear on how they can use and build on leadership in the curriculum to develop young people in a wider range of workforce roles
- engage other members of the school workforce to support the delivery of school sport
- understand how to support existing coaches working in schools and what to do when recruiting community coaches to work in schools.

## 2: Essential information

Secondary schools are encouraged to:

### i) Recruit young people in ambassadorial roles

These young people can be utilised to promote PE and school sport and bring the inspiration of London 2012 to your school and competitions.

### ii) Develop a School Sport Organising Committee

A group of young people who join together to organise, co-ordinate and promote school sports clubs and competitions in their school. This will ensure that young people can lead and create change for their peers including deciding on the types of competitions to be held, their structure, and where and when they take place.

Training will be available on how to develop a School Sport Organising Committee. You will be able to access this via your SGO.

### Functions of a School Sport Organising Committee

- Listen to what other young people want to do and act on this.
- Organise and plan different types of events to engage different types of young people and adapt versions of sports and activities to meet participants' needs and interests.
- Schedule activity into the school or college diary.
- Publicise events, competitions and school sports clubs and celebrate and promote success.
- Recruit participants, leaders and volunteers to support the delivery of activity.
- Co-ordinate the running of school sports clubs and competitions.

### Benefits of a School Sport Organising Committee

- It will ensure that activities and opportunities offered are based on student voice and need.
- Creates a culture in schools where young people are empowered to lead change.
- It will help to equip young people for life and work, encourage them to take responsibility, instil the meaning of commitment and help them to develop the ability to overcome challenges and to make decisions both as an individual and as part of a team.
- Builds capacity within the school to help deliver a wider range of activities for a more diverse group of young people.

### Types of roles in a School Sport Organising Committee

- |                                 |                            |
|---------------------------------|----------------------------|
| • Committee Leader              | • Secretary                |
| • Treasurer                     | • Publicity and PR Officer |
| • Recruitment Officer           | • Inclusion Officer        |
| • Planning Officer              | • Event Organiser          |
| • Deployment Officer            | • Fixtures' secretary      |
| • Umpire's/official's secretary |                            |

### iii) Deploy young people in workforce roles to support the delivery of the School Games

In many schools leadership is now embedded within the PE curriculum. The challenge is now to encourage more of these young leaders to actively volunteer and to make the transition from leaders into specific volunteering roles. To support this transition:

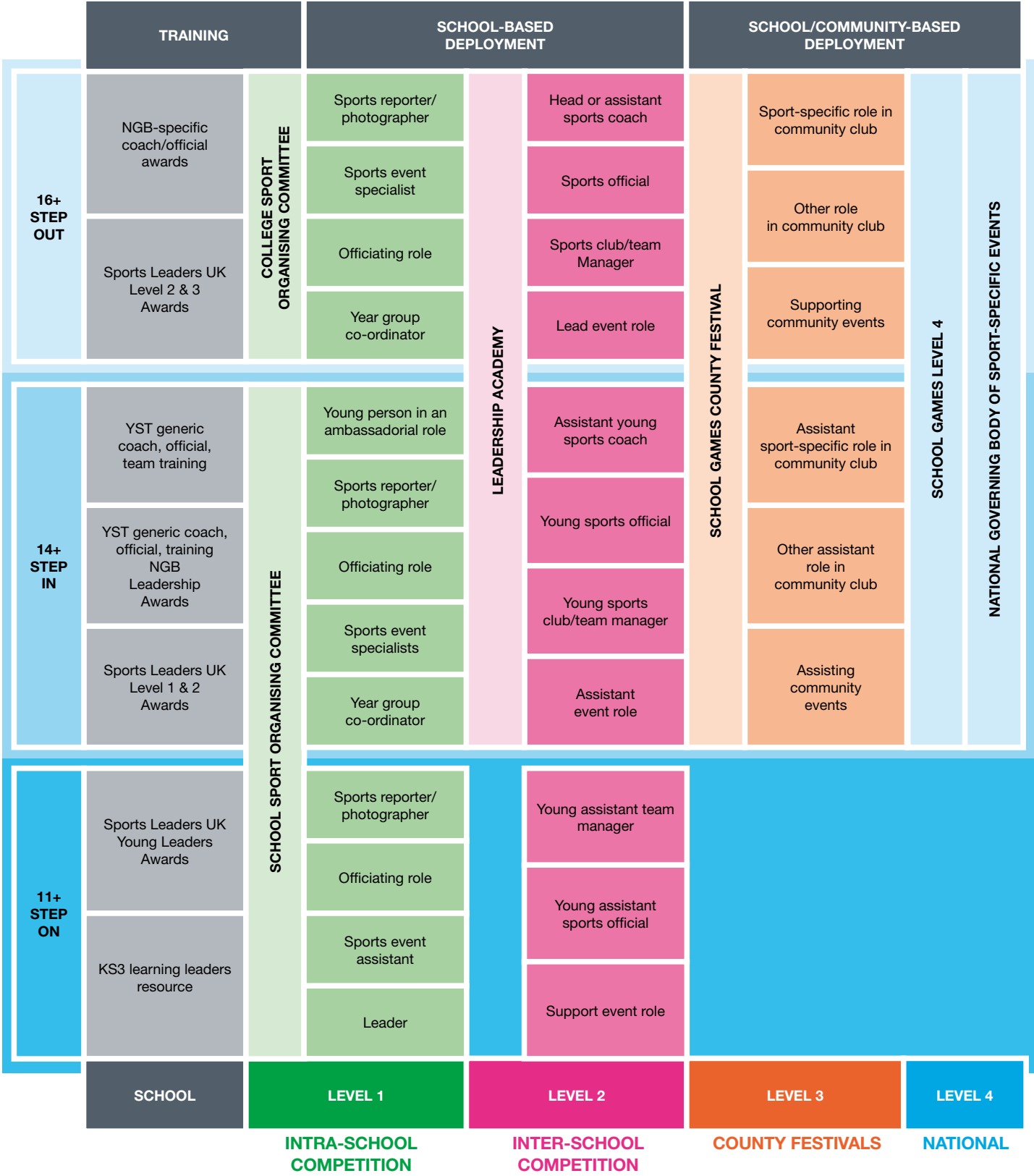
- A Key Stage 3 Learning leaders resource has been re-developed. Training for teachers on delivery of this will take place at a county level and will be organised by the LOC. Contact your SGO to find out more on the training opportunities.
- A training package of basic team management, officiating and coaching skills has been developed. The purpose of this is to help young people to make an informed decision around which opportunities they may wish to volunteer in. It is intended that this training is delivered as part of a Leadership Academy in your SGO area. For further information on how to access the training, visit [yourschoolgames.com](http://yourschoolgames.com)
- Some NGBs will be developing and improving the accessibility of training to schools in sport specific young officials and young coaches awards.
- Areas will be encouraged to set up a Leadership Academy.



A Leadership Academy is in essence a 'Leadership Club' designed to provide high quality, regular support, training and development for young people who are committed to actively volunteering within their school and/or community setting, in order to develop and grow them as young people and as leaders and volunteers.



Pathway of opportunities through which young people can develop and progress



iv) Recruit members of the school workforce as coaches

School staff and members of the local community can play a vital role in coaching young people to take part in the School Games as they:

- already know the young people, have a rapport with them and are accustomed to managing groups of them
- are a reliable, committed volunteer workforce
- potentially are available before and immediately after school.

Recruiting more people to support the delivery of school sport means the school will be able to:

- offer a wider, more varied menu of school sport opportunities for its pupils
- promote a culture of volunteering
- promote healthy living for both pupils and staff.

Schools will be able to access bursaries to support development of coaches via the SGO. In addition, in order to help staff to access opportunities, the Youth Sport Trust will be working with NGBs to develop appropriate introductory qualifications for school staff.

v) Community sport workforce

If your school requires support from more external coaches, then please note that part of the SGO's role is to provide access to specialist coaches, training and equipment to assist schools (and particularly primary/special schools) in delivering a range of lunchtime and after-school programmes.

3: Ideas to make this happen

Recruiting young people in ambassadorial roles

These young people should:

- be able to influence, inspire and lead, and manage other young people
- have excellent communication skills with both adults and other young people
- have initiative and be able to take responsibility
- portray a positive image and be a good role model.

Schools should develop a process to recruit and select these young people in ambassadorial roles.

Setting up a School Sport Organising Committee

- Identify individuals who would be interested in establishing a School Sport Organising Committee – these could be young people in an ambassadorial role, school captains or other volunteers. If there is already a School Sports Council or Student Council in place, then approach them for their ideas.
- Establish what the School Sport Organising Committee would look to achieve, how it would be funded and who could support it.
- With the young people, identify the key roles needed on the committee, produce role descriptions (templates are available at [www.yourschoolgames.com](http://www.yourschoolgames.com)) and promote the positions.
- Let other members of staff know about the committee and the roles available, as it could be that the media studies teacher could promote opportunities through their class.
- Identify interested parties in the roles and then select (this could be via a vote).
- Once the committee is formed then encourage it to promote itself, its role and who is on it at assemblies, tutorials and staff briefing meetings.

For ideas on the types of roles, responsibilities and skills/qualities needed, please refer to [www.yourschoolgames.com](http://www.yourschoolgames.com). Further guidance will be available to support you in the creation and development of these committees via your local SGO.



## Development of young people as volunteers

- Ensure that you create a variety of volunteering opportunities that are attractive to a range of young people in your school.
- Talk to other departments in the school to engage a range of young people in volunteering roles.
- Understand what sports your young people are interested in progressing in.
- Find out how to access the Local Leadership Academy in your area.

Schools in North Yorkshire offer a leadership programme alongside their Level 1 intra and Level 2 inter-school competition calendar. Young people receive sport-specific leadership training every half term, enabling them to be deployed to deliver competitions as well as being signposted to support their local sports club at school-club evenings.

## School workforce as coaches

Raise the profile of opportunities to volunteer in sport at your school through:

- ensuring the recruitment process incorporates people's additional interests and asks directly if they are willing to support the delivery of extra-curricular activities (including sport), and if so, what they would do
- working with the Head teachers / senior leaders in your school to see whether staff can be required to articulate how they contribute to the wider school offer as part of the school performance review framework
- displaying posters in staff rooms and promoting opportunities through staff bulletins/meetings
- targeting specific groups through face-to-face contact – engaging key advocates in your school to support you with this.

## Community sport workforce

Be prepared for when your SGO approaches you about your coaching needs. Consider:

- What is already being delivered?
- Which sports/activities are pupils already taking part in?

- What do the pupils want to take part in?
- What is the current coaching workforce?
- Which activities would you like delivering that require specialist coaching support?

The SGO will then work with local partners to try and recruit the required coaches in the required sports. If your school is employing coaches directly, it is important to discuss with the SGO who will be undertaking the roles and responsibilities around recruitment, induction, development and deployment.

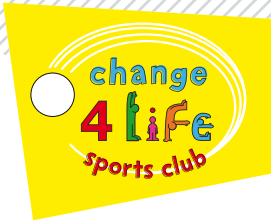
## 4: What next?

- Let your SGO know that you wish to establish a School Sport Organising Committee and need to access training for the young people on how to set up a committee and what roles are needed.
- Ensure that young people from your school are accessing opportunities to be part of a Leadership Academy.
- Actively promote volunteering opportunities at Levels 1, 2 and 3 of the School Games to the young people in your secondary school.
- Provide information to the SGO on which sports you wish to access Young Official or Young Coach training in your LOC area.
- Make yourself familiar with the Step into Sport volunteer passport system – this is where your young people are rewarded and recognised for the volunteering which they have undertaken, ([www.yourschoolgames.com](http://www.yourschoolgames.com)).
- When recruiting new volunteers, be flexible on the level of commitment required. Acknowledge that people have different demands and levels of being able to volunteer. Therefore, consider the range of commitments needed for each opportunity and try to ensure that there are a variety of options.
- Provide support for new volunteers. Identify individuals to work with new volunteers so that they have a single point of contact – a buddy who they can call on with questions or support requests and assign a mentor to work with and deliver alongside them.
- Advise your SGO on what sports your new volunteers wish to access training in.
- Be really clear about what roles you need to recruit to support school sport and whether young people, the school workforce or community workforce are best placed to fulfil those roles.



# CHANGE4LIFE SPORTS CLUBS – HOW THEY CAN HELP

# CHANGE4LIFE SPORTS CLUBS – HOW THEY CAN HELP



## 1: Help

This section will enable your school to:

- understand what Change4Life sports clubs aim to achieve
- consider how they can dovetail with School Games to engage the less active young people
- align the School Games to other interventions and programmes delivered by schools to sustain young people's participation in sport.

## 2: Essential information

### Why Change4Life sports clubs?

Change For Life Sports Clubs (C4LSC) have been designed around a clear need to increase physical activity levels in less active young people in schools through the development of a new type of sports club.

Using the inspiration of Olympic and Paralympic sports the aim is to create exciting and innovative environments within which to engage these young people in school sport.

**In primary schools** – these will be multi-sport clubs aimed at Year 3 and 4 and focused on three themes:

- adventure sports
- target sports
- artistic/creative sports

**Secondary schools** – these are sport-specific clubs and focus on seven sports: badminton, volleyball, boccia, table tennis, fencing, wheelchair basketball and handball.

These will prepare and inspire more young people to get involved in the School Games. As shown opposite.



### Change4Life clubs can support whole school improvement by:

Motivating pupils to attend and by valuing commitment	✓ Increase attendance	Raise attainment and achievement
Channelling pupils' energy and by valuing discipline and determination	✓ Improve behaviour	
Valuing pupils' different abilities and enabling them to take on a variety of roles	✓ Increase confidence	
Developing teamwork skills and by valuing friendship and respect	✓ Increase sense of belonging	
Valuing excellence and raising pupils' self-efficacy	✓ Raise aspirations	
Developing pupils' personal, social, thinking, communication and self-management skills	✓ Develop life/employability skills	
Providing kinaesthetic, real life and motivational contexts for learning	✓ Support cross-curricular learning	
Engaging parents/ carers, community partners and employers in learning	✓ Create wider support for learning	

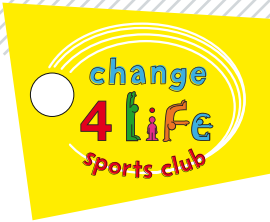
Also it will ensure that, over time, less active young people can engage in lifelong sport and physical activity.

It is time to deliver a new type of club for young people. A club with young people at the heart of the planning, organisation and delivery, genuinely owned by them. A club that is appropriate to both the age of young people and their stage in physical development.

In developing these unique clubs on school sites we are looking to achieve the following:

- attract less active young people through a school club concept and prepare them for School Games
- build a network of C4LSCs on school sites
- use the inspiration of Olympic and Paralympic sports and values
- respond to what young people want
- establish a culture of regular attendance and participation.
- develop a real sense of belonging to the club
- utilise the club environment to change behaviours around key health areas (including healthy eating, physical activity and social/emotional development).

# CHANGE4LIFE SPORTS CLUBS – HOW THEY CAN HELP



## 3: Ideas to make this happen

If you have a Change4Life club in your school, use this to prepare less active young people for involvement in the School Games as well as provide them with an ongoing club opportunity through which to sustain participation.

The Change4Life fencing club at Swanshurst Girls School started recently and in the first week 17 of our least active girls took part in this brand new activity for the first time, we are planning an end of term competition within the club.

The Change4Life table tennis club at Wheelers Lane Technology College has also started and the boys are enjoying being part of a popular sport within school.

A joint Change4Life badminton club at King Edward VI Camp Hill Boys and Girls schools and over 20 young people have been taking part in this for a few weeks now, new recruits to the sport and more importantly to after school sport!

Your Change4Life club or an equivalent school sport club in your school could be the focus for your Level 1 intra-school competition programme or Level 2 inter-school competition.

Change4Life volleyball club at Windsor High School started on Friday nights after school, we are regularly getting 40 pupils a week to it from years 7, 8, 9 and 10. This has allowed us to enter five teams (A, B, C, D and E teams) into a volleyball league as part of the Dudley pilot for the new School Games.

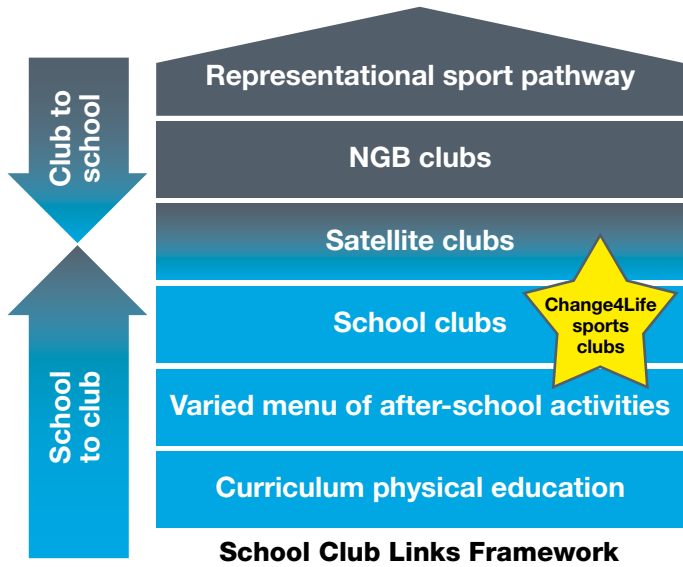
Mid Sussex Starters C4LSC has seen 20 young people attending. Through learning new skills and developing confidence in ability, young people have been empowered to progress from their club into competition; with 100% of young people representing their school at inter-school competition.

The School Games will be an excellent vehicle through which to develop pupils' wider skills, qualities and aspirations through their involvement as participants, leaders and organisers.

Engage student voice in the planning and delivery of your C4LSC. By responding to what young people want, Baysgarthe School established a C4LSC focussing on overall fitness as well as skill development. As a result the volleyball club now compete at inter-school competition level.

It is really important to ensure that Change4Life clubs or equivalent school sport clubs are seen as an integral component of the school club pathway – which support young people to access appropriate 'club' sport and sustain their participation into adulthood.

This simple framework has been developed to capture the vision for school club links and the different types of club needed to increase the numbers of young people that can be retained in school sport.

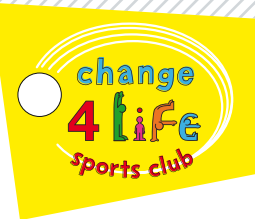


Change4Life sports clubs sit at the school club level providing a modified opportunity for young people. They are unique in their environment, in the way they are delivered and by nature of the activity, a less traditional offer.

Through **Change4Life sports clubs** we want to build young peoples' confidence and support them to commit to sport and physical activity on a regular basis; giving them the skills and knowledge required to do this.



# CHANGE4LIFE SPORTS CLUBS – HOW THEY CAN HELP



## SECTION 9

### 4: What next?

- Use the concept of Change4Life sports clubs to engage less active young people in your school's sport and competition programme.
- Where you have a Change4Life sports club established make sure it is attracting the right young people and preparing them for School Games experiences?
- Use your young leader workforce to engage less active young people and help to deliver a successful school club.
- Can you ensure that your level one School Games offer matches the sports being provided in your Change4Life Sports Club or school club so that young people can transition into competitive opportunities?
- Could you host an inter-school Change4Life primary festival for your local school network (equivalent to level two School Games)?
- Why not make your Change4Life club the venue for Level 1 or 2 competition?



## NGB COMPETITION FORMATS

1: Help

This section will focus on supporting schools and staff to:

- identify what sports are involved in the School Games and their phased approach to involvement
- understand their alternative, modified and traditional competition formats
- understand how each sport can be adapted to ensure inclusivity.

2: Essential information

Sports that are delivered in each area should be based upon local demand from schools and young people.

A large number of NGBs are working with the Youth Sport Trust and Sport England to create a wide and varied range of opportunities for young people to get involved in the School Games.

There will be a progressive menu of sports formats but this should not prevent local competitions being delivered in those sports formally coming on line at a later date.

Phased inclusion of sports:

Included in School Games	September 2011 (Sports involved in 2010 pilot)	September 2011 (Sports not involved in 2010 pilot)	January 2012	September 2012
Sports	Athletics Badminton Cricket Golf Hockey Netball Rugby Union Swimming Tennis Volleyball Wheelchair Basketball Boccia Table Cricket Polybat New Age Kurling	Gymnastics Table Tennis Rugby League Basketball Rowing Fencing Football Goalball Panathlon*	Lacrosse Squash Judo Rounders Baseball/Softball Cycling Triathlon	Orienteering Handball Sailing Archery Canoeing Equestrian Boxing

\*Panathlon is made up of various sports specifically designed to be more appropriate to young disabled people according to impairment group. Panathlon operates several models for severe learning difficulties, physically impaired and moderate learning difficulties, dependent on local need.

3: Ideas to make this happen

Phased inclusion of sports

In the first year of the School Games a total of 31 sports will have formats that can be used locally within the competition programmes that you create with your schools. This includes 24 sports from September 2011, and will help you to provide guidance and support to schools enabling their young people to access an exciting and varied competition programme. A further seven sports will then come online in January 2012, with a further group providing guidance in time to be included in the 2012-13 academic year.

Sports formats

NGBs have produced School Games resources for their sports to encourage as many young people to want to take part in competitive sport, and indicated how schools and young people can live out the School Games values through competition in their sport.

Sports were asked to provide formats for intra and inter school sport for year groups 3-13, and to ensure these formats promoted inclusivity through the ‘think inclusively’ sections. Some sports have not provided intra school formats, and some not primary formats: in these cases this is for developmental reasons in that sport.

**LEVEL 1** (intra-school) formats have been designed to help young people understand how to compete in a sport in different ways, and appeal to a variety of young people. With this in mind the Level 1 resources should be seen as guidance and inspiration, rather than prescriptive to allow for flexibility according to the needs of young people in the specific context of their school.

- Primary school resources include three challenge cards and a competition card for each sport. This is to encourage the progression of young people from competitive activities (the challenges) into more recognisable sports competition.
- Secondary school resources include competition formats for traditional, alternative, and modified formats of each sport. This model has been designed to appeal to a broad range of young people, and encourage different groups to be able to identify with and take part in competition in a setting that suits their needs.

**LEVEL 2 and LEVEL 3** (inter-school) formats have also been designed to promote accessibility with a range of formats and ‘think’ inclusion built in throughout. All sports have not only provided details of the entirety of their ‘offer’ of school competition but also identify what competitions they would like you, the SGOs to focus upon in your local delivery plans.

These resources have been designed to encourage the local delivery of formats that will promote both depth and regularity of competition, i.e. “more young people taking part more often.” Sports have provided details of these competitions with enough knowledge to stimulate interest and entries, and indicate the role that you as SGOs can play in running these competitions.

Any competitions in a sport that are straight knock-outs and do not support these core School Games aims are simply signposted to help schools enter.

Progression between levels of the School Games

Sports have worked to ensure that their formats for Level 1 (intra) and Level 2/3 (inter) correspond to such an extent that a young person taking part in competitions in specific sport for the first time within their own school (i.e. Level 1) could then step into the arena of inter school sport with relative ease. In a similar vein, the Level 1 resources have been developed with the Change4Life experiences in mind.

Any competition delivered at the Level 3 county School Games Festival must match the rules that were applied in the local Level 2, again supporting young people to experience and logical, understandable and progressive competition programme.

4: What next?

Formats can be found at [www.yourschoolgames.com](http://www.yourschoolgames.com) for download. As county groups we suggest that you assess local demand, liaise with your Local Organising Committee (LOC) and utilise these resources to develop your local competition plans to maximise connectivity between Levels 1, 2 and 3 of the School Games in your area.

By 2012, 30 sports will be part of the School Games offering a wide variety of competition formats designed to get as many young people and teams involved as possible!





