

Video case studies

School Games Organiser: Dawn Jones from Wolverhampton piloted the *Mind the Gap* Project as part of the the School Games Competition to Support Transition pilot during registration time, for four weeks, with a celebratory after-school club event in the final week.

Target students:

- Students struggling to integrate socially
- EAL students who had recently arrived in the UK or late-starters
- Students disengaged with or not keen on PE lessons
- Students with SEND

Intent of competition:

- To support friendship
- To develop confidence to socialise
- To develop a sense of belonging

“It is great to see their self-esteem increase and the positive effect of the pilot”

Head of Year 7, Smestow School



School Games Organiser: Ali Knight from Warwick piloted a School Games Competition to Support Transition pilot during the lunch hour, for a term in the sports hall at Myton School and as a breakfast club at Round Oak School with students with SEND.

Target students:

- Students arriving from primary school only knowing one or two other students.

Intent of competition:

- To encourage friendships
- To improve organisation skills
- To develop personal independence



Video case studies

School Games Organiser: Chris Dyson based in Greater Manchester worked with both Ashton on Mersey and Broadoak schools to deliver a School Games Competition to Support Transition pilot, running it after school for four weeks, with two weeks in each school.

“The relationship between the staff and students involved in this project has improved significantly. The students now regularly greet me in school and are more personable in PE lessons. This has ultimately increased their confidence in and around school.” PE staff member

Target students:

- Students struggling to settle into school
- Students finding it harder to make friends
- Students not attending out-of-school activities

Intent of competition:

- To create friendships, promoting respect, removing worry and concern
- To develop self-belief, personal organisation and confidence in themselves to cope with transition and succeed
- To promote a sense of belonging, trust and friendship both within and between students from two schools within the same trust who ultimately share the same values
- To seek advice and the confidence to work and collaborate with others being prepared to give and take advice and build trust



School Games Organiser: Emma Toone from Great Academy Ashton, Tameside piloted the School Games Competition to Support Transition project as a two-hour event, during two periods of school lessons.

Target students:

- Students from primary schools where very few students join the secondary school. Great Academy Ashton draws from 40 primary schools, many of whom send only one or two students

Intent of competition:

- To overcome the friendship barrier
- To help students to meet people from other primary schools
- To help students to settle quickly and get to know more students in a shorter space of time



Findings

from the pilot

Impact the pilot had on young people:

- **92%** felt more confident finding their way around their new school
- **90%** felt more confident that they will have friends
- **82%** felt more confident to cope with their new workload
- **88%** felt that the pilot had a positive impact on their confidence
- **86%** felt that the pilot had a positive impact on their resilience

Five key benefits were identified for the young people participating in the pilot:

Confidence

Fun and enjoyment

Communication skills

Friendships

Engagement in sport

Impact reported by wider school staff:

- **91%** felt the pilot had a positive impact on the amount of time young people spent participating in physical activity and sport.
- **83%** felt that the pilot had a positive impact on young people's ability to achieve their potential.
- **79%** of practitioners felt that the pilot had a positive impact on young people's behaviour at school.
- **74%** of practitioners felt that the pilot had a positive impact on young people's overall health and wellbeing.

TOP TIPS

for School Games Organisers

- 1 Engage key stakeholders in your plans from the outset and start the planning process well ahead.**

[This could include headteacher, head of year, form tutors, PE staff, teaching Assistants, SENCOs, transition managers, secondary students]

- 2 Agree the purpose of the competition based on the highlighted transition concerns.**

[Changes in friendship group, familiarisation with a new environment, adapting to a new workload and associated organisation requirements]

- 3 Plan collaboratively to identify the most appropriate students.**

[Those struggling to form friendships, finding workload and organisation challenging, those with few/no peers from primary school, those arriving after the start of term, those with low confidence] Be guided by the principles of competition including the focus on the process rather than the outcome (on the learning and values development of the young person rather than the result).

- 4 Reflect the principle of competition 'The young person's motivation, competence and confidence are at the centre of the competition' in your competition planning and delivery.**

[Work collaboratively to ensure the competition meets the needs of the students]

- 5 Agree the most suitable time, duration, venue and marketing methods to attract the desired target group.**

[Breakfast club, registration time, tutor time, lunchtime, after school, collapsed timetable]

TOP TIPS

for School Games Organisers

- 6 Consider meeting the students prior to the competitions so they have a familiar face and use suitable sports leaders to help students mix with other year groups.**

[Consider the use of School Games Crew]

- 7 Be flexible with your plans and ready to adapt your activities; remind students each week or invite additional students.**

[As time progress staff may identify other students who would benefit]

- 8 Be creative and consider the use of specific resources to help to achieve your planned purpose. Reflect the principle of competition which highlights the focus being on the process rather than the outcome (on the learning and values development of the young person rather than the result).**

[Getting-to-know-you Bingo sheets, name stickers, team wrist bands, score cards]

- 9 Keep it fun, simple and engaging for all.**

[Consult with participants each week to establish what they enjoyed and to help develop your plans]

- 10 Keep focussed on progress as you go, ensure you are able to provide evidence of impact.**

[Observe and consult students during each session to establish progress. Communicate with key stakeholders for feedback and evidence of impact]

Principles of Competition

- 1** The young person's **motivation, competence and confidence** are at the centre of the competition.
- 2** The **focus is on the process** rather than the outcome (on the learning and values development of the young person rather than the result).
- 3** **Volunteers, leaders and officials are appropriately trained** and display behaviours reflective of the nature of the competition.
- 4** The environment is **safe** and creates **opportunities to learn and maximise social development**.
- 5** The **facility and the environment** that is created for the competition **reflect the motivations, competence and confidence of the young people** and format of the competition.

Themes and Different Approaches to Competition

Theme 1: Widening the competition environment to develop character and life skills

Theme 2: Adapting the scoring to develop different sport skills

Theme 3: Adding fun elements to engage new audiences

Theme 4: Widening the competition environment to develop health

Theme 5: Adapting the format to increase motivation

Theme 6: Considering age or maturity levels to support fair competition and foster social connections

Theme 7: Using technology to develop physical skills

Theme 8: Adapting the competition environment to support individual development in sport

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SMILES

If all the competition principles are followed, that should result in SMILES.

Use the below as a checklist:

SAFE participants feel physically and emotionally safe.

MAXIMUM PARTICIPATION participants are fully involved all of the time, i.e. not hanging around.

INCLUSIVE all participants can take part; activities are designed to suit and develop their abilities.

LEARNING participants develop personal, social, creative, thinking and/or physical skills.

ENJOYMENT activities recognise individuals' personal needs and interests.

SUCCESS participants feel they are making progress and getting satisfaction.

NB. While there isn't a specific letter for fair play, **SMILES only happen** for all participants if they feel a sense of fairness. Fairness underpins inclusion, enjoyment and success; it isn't just about 'rules'.

School Games' mission

Keeping competitive sport at the heart of schools and provide more young people with the opportunity to compete and achieve their personal best.

School Games' vision

By 2020 the School Games will be continuing to make a clear and meaningful difference to the lives of even more children and young people.

Thank you to all those whose contribution to the Transition Pilot Project helped to develop this toolkit. With special thanks to the eight School Games Organisers:

Chris Dyson	Ashton-on-Mersey
Chris Gibson	Brent
Jeffery Hoey	Suffolk
Dawn Jones	Wolverhampton
Ali Knight	Warwickshire
Peter Knight	Herefordshire
Jacqui McDonnell	Brent
Emma Toone	Tameside

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Print out a blank Planning Process template to support your own project planning

Identify and engage with potential project stakeholders

[Empty box for notes]

Identify target group of year 7 students, recruitment process and competition intent

Possible Target Students

Recruitment process

Select competition intent/ purpose

- Changes in friendship group,
- Getting used to a new environment
- Adapting to a new workload

At all times consider...

The School Games Principles of Competition

Themes of Competition

Approaches to Competition

- e.g.
- Spirit scoring
 - Self refereeing
 - Skills stations
 - Use of music
 - Power plays

Select sports and sports themed activities

[Empty box for notes]

Select appropriate time of day to suit target students, location and duration

Time of day

Location

Duration

Consider the most suitable delivery team

[Empty box for notes]

Evidencing impact. Gather qualitative data using competition intent to inform consultation

Pre and post surveys via:

Consider consultees:

Repeat at mid-point or end depending upon length of project

Collate to provide evaluation of impact

DECIDE UPON BASELINE DATA COLLECTION AND METHODS OF MONITORING FROM THE START