

3: Ideas to make this happen

Ensure your school competition programme engages all young people!

It is important that competitions you plan and support 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.

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.

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.

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.

4: What next?

- Find out who your Project Ability school is from your Youth Sport Trust Development Manager and identify what support you/your schools may need.
- Revisit your inter-school competition programme. Does it provide a range of sports to engage all young people? Are there individual as well as team sports?
- Have you included any Paralympic sports? NGB formats included in this manual provide innovative examples of competition formats such as seated volleyball, athletics or goalball.
- Do these sports feed into Level 3 competition?

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.



**SPRIT OF THE GAMES:
EXCELLENCE THROUGH COMPETITION**

SPIRIT OF THE GAMES: EXCELLENCE THROUGH COMPETITION

1: Help

This section will help SGOs to identify opportunities to:

- use sport as a transformational tool to develop personal values and attitudes amongst young people
- show how the Spirit of the Games can be a vehicle to contribute to whole school ethos.

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 SGOs 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 Spirit of the Games a core part of your School Games event? Can they take ownership and responsibility for their own values?

- Work with schools and young people to define and work on the School Games values prior to the event. How are they going to promote them?
- Encourage schools to create a reward scheme based on the values, with awards for young people nominated by their teachers across subjects.
- Create a charter especially for your events – 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 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 events why not nominate Spirit of the Games Champions who could be tasked to observe players who deserve nominations for values awards, resolve disputes, and more.
- Could you encourage schools to deliver assemblies promoting the School Games values and whole school ethos?

SPIRIT OF THE GAMES: EXCELLENCE THROUGH COMPETITION

4: What next?

- Go to www.yourschoolgames.com for further information and practical ideas on how to encourage personal values and attitudes through the power of sport.
- When meeting with PE departments or senior leadership team, discuss how you can integrate the Spirit of the Games into school ethos and your school competition programme.
- At Level 2, explore how you may incorporate the values and ensure they are an integral part of the School Games leagues.

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.

“ 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? ”

