

**EXAMPLES OF
LEVEL 1 SCHOOL
GAMES DAYS
AND CASE
STUDIES FROM
THE PILOT
AREAS**

**SCHOOL
GAMES**



SCHOOL: Clare Mount Specialist Sports College

What did your School Games Day look like?

Our School Games Day was spread over two days. Day 1 was an Olympic Day which aimed to raise awareness and understanding of the Olympics/Paralympics among the staff and pupils, whilst also experiencing Olympic/Paralympic 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 vs 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.

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 vs 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 of 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.

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 Team 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! Do this to create a build up to the event before your day.

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 enthusing 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.

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 pre-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.



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.

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 to 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.

SCHOOL: Arbour Vale School & Specialist Sports College

What did your School Games Day look like?

- Our KS 3/4, Post16 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, KS1/2 and ASD 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 depending on 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.

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 had 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 need students took part in some sport 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.