

HOW TO
ENGAGE MORE
YOUNG PEOPLE
IN THE SCHOOL
GAMES

SCHOOL
GAMES



LOC AREA: Central London

The challenge identified

How to engage more young people in the School Games through social media

What were your proposed solutions and why?

- Reach and engage young people through non-traditional media with low cost technology e.g. event blogging, live scoring systems, video and photography.
- Deliver training for young people and give opportunity for practical experience that increases media reach of School Games pilot.

What were your findings?

- Bespoke course delivered by Headliners UK – a charity which inspires and encourages the personal development of young people through journalism – in morning of Level 3 event for 35 young people.
- Young people had opportunity to interview Gail Emms (Olympic Silver Medallist), Jeremy Hunt (Secretary of State for Culture, Media, Olympics and Sport) and Russell Findlay (CEO, London Youth Games) in staged press conference.
- Young people then had opportunity in the afternoon to interview athletes, team managers and spectators as well as take photographs and upload details to Facebook.

What was the impact and who benefitted from your solutions? (i.e. young people/key partners)

- Engaged 35 young people.
- Our School Games media outputs more youth-focused than would have been otherwise.
- We were able to cover more of the site on the day i.e. more competitors and coaches interviewed.
- Schools not in attendance at Level 3 event exposed to it through media coverage.
- Young people taught range of skills and ensured School Games Level 3 event reached a range of young people (i.e. not just those talented or interested in sport).
- “It was great to learn how to handle the different equipment...and how to use it to its fullest. I really enjoyed it and will use the journalism experience in the future”. **Young Reporter**

What would be your top tips for other schools wishing to address a similar challenge?

- Use industry professionals where possible in order to ensure high quality training.
- Co-ordinate timetable of training with events i.e. give both ‘theory’ as well as practical experience.
- Utilise VIPs guests at events as interview subjects.
- Offer multiple activities e.g. photography, video and journalism.
- Signpost young people to other opportunities e.g. in community sport or at Level 2 events etc.

LOC AREA: Cornwall

The challenge identified

How to engage more schools in the School Games – ensuring the Games has a ‘Cultural Legacy’ and a Cornish ‘sense of place’

What were your proposed solutions and why?

- To run a ‘sense of place’ graffiti workshop in the athletes village at Level 3 games event.
- Young people to use graffiti wall to leave comments, and devise own art works to display back in individual schools.

What were your findings?

- Around 80 young people engaged with the graffiti workshop.
- This really added to the event, especially when there was down time in the competitive structure.
- This helped add to the whole cultural feel of the Athletes Village.
- Schools have displayed artwork, and this has helped to raise profile of the games, and whole school impact.

What was the impact and who benefitted from your solutions? (i.e. young people/key partners)

- Young people benefited from the whole Athletes Village, giving a real sense of this event being special, and uniquely Cornish.
- Graffiti artist engaged young people, producing good quality artwork.
- Impact back in school, as pieces of art have helped raise profile of the School Games.

What would be your top tips for other schools wishing to address a similar challenge?

- Use of athletes village to engage young people across a variety of cultural elements – we included ‘Eden’ bus – running environmental sessions, graffiti and Capoeia workshops.
- If you have a stage keep it being used throughout your whole event – next year we hope to engage with creative arts departments and have a whole cultural festival alongside sports competitions. This could start from Level 1 of the Games and feed through to the Level 3 School Games Festival.

LOC AREA: Black Country

The challenge identified

How to engage more schools and young people in the School Games

What were your proposed solutions and why?

To work with Chamber TV (www.ciptv.co.uk) to deliver an internet TV channel into every school in our area – ensuring young people, teachers and parents could watch the Level 3 School Games Festival at any point throughout the day.

www.blackcountryschoolgames.co.uk

What were your findings?

- Young people were able to lead on certain elements of the TV channel through media reporting roles.
- Schools were able to upload three minute clips to the site showing them preparing for the Games.
- Schools and young people were able to watch the event even if they could not attend due to transport/venue challenges.
- It is a useful tool to advocate key messages about the School Games to schools.

What was the impact and who benefitted from your solutions? (i.e. young people/key partners)

On the day the coverage of the games via the internet TV channel actually struggled due to firewall issues, so although there was live coverage towards the end of the day, the security systems of local authority networks meant streaming windows kept re closing.

However the site was able to be used for result updates, digital signage of winning schools, and promotion of key partners in window banners. Many people visited the go live section in order to view events on the day.

Examples of how the site can be used as a media medium are on there, as in pre-games interviews and information for teachers, young people, NGBs relating to any aspect of the games. In school media teams have the opportunity to develop promotional videos for their school. And whilst the streaming maybe did not work as expected, lots of great images of the look and feel of the games were captured and are currently in post event editing process which are continually being uploaded to provide visual reminders of the success of the event for young people, team managers, VIPs and key workers. Used as a means of promoting next years event and generating interest and enthusiasm, and providing sponsors with a medium to promote their involvement, providing information with regard to activities, and events surrounding the Level 2 and Level 3 delivery.

What would be your top tips for other schools wishing to address a similar challenge?

Engage school media teams re projects / filming / reporting etc. at the start of the year, so same as young leaders in officials roles they have been worked with and have experience of the roles they will be doing on the day.

Be very clear about how you ensure the safeguarding of young people and how you screen appropriate images of consenting people.

- Ensure consent forms cover the streaming of coverage of the event on the internet.
- Either restrict access to who can watch (schools only?)
- Or be very clear about media clearance and work closely with broadcasters to ensure they comply. This is what we did, although this meant additional difficulties in identifying fully consented teams / competitors that could be filmed and then get them filmed. Extra work but helped to ensure cameramen followed the rules.

Tip for next year. Possibly film what we needed to film on the day and then deliver it as a day's programme the next day. Young people will be back in school, and will stimulate the interest of other young people there. Results updates are then concentrated on the day itself. Or really ensure the networks will allow full streaming. Full day testing required.

LOC AREA: Manchester

The challenge identified

Capacity to promote the School Games to other schools and young people

What were your proposed solutions and why?

To train and develop a number of 'Young Media Co-ordinators'.

Working in partnership with a local radio station (Key 103) the idea was to provide a training package for young people to develop media skills such as:

- sports commentating
- sports journalism/reporting
- photography
- website development
- broadcasting (Radio/TV).

Key 103 ran a workshop to a number of our School Games Crew (our branded SG leadership programme) and followed this up with a competition in order to select six school children who would spend a day at the station and learn all about the use of media at sporting events. The competition involved children recording themselves commentating on a piece of swimming footage.

This was all made possible by setting up a website that gave hints and tips on how to become a top class reporter/commentator www.key103.co.uk/school-games-radio

What was the impact and who benefitted from your solutions? (i.e. young people/key partners)

As stated above, some young people firstly had access to a training workshop and then a lucky handful spent the day at the radio station. They were then assigned a site at the Level 3 event and spent the day commentating and producing live reports on our School Games.

Young people were able to experience a variety of School Games Crew roles – ranging from being a School Games Crew Ambassador, School Games Crew Director or School Games Crew Leader. Each group were then asked to come up with School Games values and oaths which would be read out at the Level 3 School Games Festival.

What would be your top tips for other schools wishing to address a similar challenge?

- We worked in partnership with a local radio station; however this could easily be replicated across other areas by linking with their own local TV/radio broadcaster or newspaper.
- The workshop enabled young people to meet one another and receive high quality training from the radio station which included example muted sports commentary (where young people added their own commentary) and Top Tips to reporting. These included the five Ps to commentating:
 - Preparation – do your homework and research the event!
 - Paint Pictures – describe the event clearly for the listener.
 - Personality – sound enthusiastic.
 - Projection – speak clearly and project your voice.
 - Practice – turn down the TV and practice at home!
- At the workshop we asked young people to self assess against key tasks for their role and indicate how confident they were feeling – this then enabled us to do some follow up work with them before the event.
- Give the young people involved an identity – for example we gave them hi vis jackets with 'media' or their role on the back to ensure they were easily identifiable.