



Advocating 60 Active Minutes & Developing Personal Challenges for All

Chris Dyson and Kay Statham

WHICH AREA OF THE SGO TASK LIST DOES THIS IMPACT?

- | | |
|---|---|
| 1 | Increasing engagement in School Games |
| 2 | Developing competitive opportunities |
| 3 | Increasing and sustaining participation |
| 4 | Workforce – Broadening the range of participation opportunities |

ABOUT CHRIS AND KAY

Trafford SGOs Chris Dyson and Kay Statham work collaboratively within one borough. Both cover the SGO role three days per week, but have additional days funded through the CSP to be the lead for Sport Premium work. Together they cover 58 schools in the urban area of Greater Manchester. Deprivation levels are varied.

Kay Statham, Trafford SGO
kstatham@flixtongirls.com

Chris Dyson, Trafford SGO
cdyson@aom.trafford.sch.uk



WHY

- Schools were unsure how to implement their share of the 60 Active Minutes into the school day.
- Schools kept asking “What is ‘Personal Challenge’ on the School Games Mark criteria?”
- The local Tesco approached both SGOs with an offer of support linked to their corporate social responsibility (local Tesco stores support local projects and charities and this varies across the country).



ACTION

- The SGOs developed their Step Challenge.
- Tesco funded the purchase of 6,000 pedometers.
- The SGOs produced a logbook. The logbook aimed to encourage children to move more and sit less. It explained the Chief Medical Officer guidelines of 60 Active Minutes. It gave guidance on the pedometer challenge. It included tips for teachers and pupils alike for the challenge and ideas to continue to be active outside of school. Every pupil was given a logbook to take home so that parents/guardians understood the importance of being active, but it also gave them a role to help their child log their steps and activities into their personalised section of the logbook.
- Each school was given pedometers to use for one week during school time for all of their children.
- Children were taught how to measure their ‘average steps per minute’ by simply walking normally for one minute to see how many steps each did in one minute. The average step count is 200 per minute. Therefore, 6,000 steps equates to 30 minutes. (The project is fully inclusive and adapted for any pupils with a physical disability.)
- The Step Challenge included a personal challenge for the pupils – encouraging them to improve each day to increase their steps and then also expanded into an inter-school virtual competition.
- FitBit prizes, funded by Tesco, were given to individuals who improved the most (Personal Challenge).
- Then for the virtual inter-school competition, each school entered one KS1 class and one KS2 class worth of data into the competition. Schools were awarded cash prizes funded via Tesco.

SCHOOL GAMES



IMPACT

- Pupils became more aware about their activity levels and the importance of moving more and sitting less.
- The Step Challenge kick-started most schools into delivering their daily mile.
- It increased the schools' confidence to try new things.
- The Step Challenge linked to Personal Challenge – pupils increasing their own number of steps each day. This was logged into their logbook.
- Schools started to realise that School Games is not just about competitions.



NEXT

- Link to local marathon: The SGOs challenged the schools to run a mile a day for the 26 days prior to the marathon being hosted locally. Schools received free entry into the mile run on the same day as the marathon.
- Schools have started to purchase their own pedometers.
- The County Sports Partnership have decided to roll out the project across the county with their Sport Premium funding.
- Next time the SGOs would invest in more robust pedometers.



TIPS

- Ensure that if you are moving the pedometers from school to school that you give yourself a long period of time to roll it out across your schools, as it is time consuming to move the pedometers from school to school.
- Invest in robust pedometers.
- Ensure that you have some form of communication with the children's home, so that the education of the programme doesn't just stay at school. (In this instance the logbooks were used.)

