



Leadership through the School Games

Adapting to Change Toolkit

This document has been created to provide School Games Organisers (SGOs) with ideas on how to work with schools to train and deploy young leaders to support the delivery of both virtual and face to face School Games competition opportunities.



Insight from Young Leaders

A piece of research recently conducted by the Youth Sport Trust (YST) informed us of what young people themselves want from their journey as sports leaders and whether COVID-19 has impacted this. This insight has revealed that:

- Young leaders value seeing the impact of their work and this is what motivates them to lead. This is something that has been missed during COVID-19.
- Leadership and subsequent sporting activities were viewed as vehicles for boosting wellbeing amongst peers; leaders seemed keen to use their position to be able to collectively recover from the social and emotional impact felt as a result of COVID-19.
- Leaders noted that their confidence may have been knocked through being unable to lead for a substantial period during the pandemic.
- Young leaders want a more flexible and innovative leadership model with activities that could be delivered by young people face to face or online.
- Young leaders want a model that encourages proactivity and creativity, to empower leaders to create innovative activities/content themselves.

How the world has changed

Measures introduced across the UK to tackle the COVID-19 pandemic had a significant impact on nearly every aspect of children's lives. The effects on their physical, mental and social wellbeing have the potential to be wide-ranging and long-lasting.



60 active minutes

Inactivity

Only 19% of children met the Chief Medical Officer's recommended average 60 minutes of daily physical activity during lockdown

43% of children did less than 30 minutes

7% did none at all


(Source: Sport England)



Mental health

1 in 3 experienced an increase in mental health issues including stress, loneliness and worry

(Source: Barnado's)



Falling behind

Educational gaps have widened, with varying levels of school support and a lack of access to digital learning for some

(Source: Institute for Fiscal Studies)



New opportunities

37% of children and young people said that they now see sport and PE as more important to their lives than they did before lockdown

4 million children and young people plan to do more sport exercise in future

(Source: YST and YouGov)

Leadership in the 'New Normal'



Leadership is more important now than ever in the 'new normal'. Leadership covers many aspects and facets. This is outlined in the YST Leadership Framework below, which has been designed to consider and reflect on what meaningful leadership looks like and to recognise leadership development, impact and opportunity.

The School Games provides a vehicle through which young people can develop their personal leadership capabilities. Through a range of leadership experiences, young people can acquire skills and learn behaviours which not only develop them as individuals but as drivers of change for others.

Young people are more than capable of learning adaptive techniques to ensure that their leadership is inclusive for all young people and considers the current circumstances in relation to COVID-19. For example, they could be given a brief in line with Government guidelines and then asked to design and deliver their own variations.

The reason this is important, is because it will give them the opportunity to develop their creativity, grow their understanding of differentiation and adaptation as well as giving them something purposeful to focus on, where they can channel their energy and improve their self-esteem and self-worth. Devolving responsibility to young leaders will maximise young people's involvement in shaping a fun and meaningful offer to engage new and existing audiences. Because of this, we need to continue to drive the benefits of young leaders being deployed to support the delivery of the School Games to enhance the emotional, social and physical wellbeing of all young people – both the leaders and those who benefit from being part of the opportunities that they provide.



The Youth Sport Trust believes every young person should be supported through PE, sport and play to develop their personal leadership capabilities. Through a range of leadership experiences, young people can acquire skills and learn behaviours which not only develop them as individuals but as drivers of change for others.

When planning and reviewing the School Games leadership offer, refer back to the Leadership Framework and ask yourself where are the gaps and how could we maximise new opportunities that a changing offer might provide? What skills do we want young people to learn and develop?

Are you ready to lead?

Prior to leadership consider within all young people their:

- Confidence
- Motivation
- Self Esteem
- Sense of belonging
- Feeling of value
- Relationships
- Support networks

Where and when?

Leadership can take place in and through:

- All educational settings
- PE
- Extra-curricular activities
- Competition
- Clubs
- The community
- Home
- Work

Learning
to lead

Demonstrating
skills by leading and
mentoring others

Developing
role specific skills

Leadership framework

Exploring
skills through leading
participants

Influencing
through advising
and collaborating

Driving change
by becoming
an activist

Outcomes

Leadership offers improved personal development for young people which prepares them for:

The next stage

Spiritual, social, moral
and cultural understanding

Active citizenship

Learning to lead

Skills

- Creativity
- Communication: speaking
- Planning
- Organisation
- Decision making

Behaviours

- Aspiration
- Enthusiasm
- Responsibility
- Curiosity
- Confidence

Demonstrating skills by leading and mentoring others

Skills

- Communication: active listening
- Facilitation skills
- Relationship building
- Problem solving
- Feedback

Behaviours

- Cooperation
- Honesty
- Empathy
- Positive role model
- Trust

Developing role specific skills

Skills

- Decision making
- Goal setting
- Self-management
- Emotional intelligence
- Reflection

Behaviours

- Passion
- Fairness
- Resilience
- Integrity
- Honesty

Leadership framework

Exploring skills through leading participants

Skills

- Teamwork
- Organisation
- Communication: presentation skills
- Action planning
- Reflection

Behaviours

- Confidence
- Determination
- Self-belief
- Resilience
- Respect

Influencing through advising and collaborating

Skills

- Influencing
- Emotional intelligence
- Teamwork
- Networking
- Presentation skills

Behaviours

- Self-motivation
- Innovation
- Fairness
- Perseverance
- Respect

Driving change by becoming an activist

Skills

- Developing relational strength
- Communication: active listening
- Planning
- Story telling
- Negotiation
- Strategic thinking

Behaviours

- Integrity
- Desire to make a change within society
- Courage
- Confidence to take action
- Determination to sustain action

Responding to a Constantly Changing Landscape



As seen in recent months, the delivery of the School Games has had to look different, and the way in which it has been delivered has been adapted. We have seen over the past months, that when young leaders are supported, encouraged and motivated to become more adaptable, they feel confident and empowered to trailblaze new School Games leadership opportunities within the parameters of the Government's COVID-19 guidelines. Whilst there are clearly going to be short-term challenges to delivery of leadership opportunities, a long-term approach is still valued to ensure young leaders can carry on leading after a programme/opportunity has finished, providing qualifications/accreditation to validate their involvement.

This document aims to facilitate School Games leadership allowing young leaders to learn how to adapt their skills to support and empower other young people in a new, challenging context following the impact of COVID-19. This may be through new and innovative face to face activities or through virtual delivery.

Mission

To create a movement across the School Games which unifies and inspires young leaders to be innovative and to inspire others to engage in school sport to help improve their overall wellbeing during these challenging times.

Aim

In line with the School Games principles of competition, it is vital that young volunteers, leaders and officials:

- Are appropriately trained to deliver either face to face or online
- Display behaviours reflective of the School Games competition
- Are supported physically, socially and emotionally
- Are confident to adapt to change
- Are empowered to lead and support other young people, leading to more young people accessing meaningful School Games provision.

Ethos

Empowering Leaders - Driving Change - Enabling Others



The Power of the Youth Voice



We must first start with youth voice. How do we engage young people bringing their voices forward to understand their thoughts and feelings? We know that many young people have suffered considerably as a result of this pandemic and everyone will have had different experiences. We will need to help rebuild their confidence and show empathy of understanding towards their journeys and their needs. When young leaders feel heard and supported we know that they can be innovative and that their strong leadership skills can help others to overcome these challenges and change. Recent insight has shown that young leaders have really missed seeing the impact that they have on their peers and participants.

Young people have the lived experiences of being a young person in the current climate and if we miss this insight from them, then what we offer may not be fit for purpose. By empowering young people to feel heard we can then support them to lead in their own authentic way and also how to be adaptable to change.

Young leaders who feel empowered can influence peer attitudes and behaviours in a positive way, and therefore their leadership skills can help to drive change in the School Games (face to face or virtually).

Encouraging and Utilising Youth Voice

Reflect on:

- What consultation do you currently do?
- Do you consult with your young leaders, or do you empower co-creation?
- Do you have a young advocate on your SG Committee?
- Do you have a [School Sport Crew](#)?

On the School [Games Leadership page](#) as part of this toolkit we have provided example questions you can ask your young leaders to help understand their needs and inspire creativity for new ideas. You might find [Chateez cards](#) useful for supporting inclusive communication.



Selection of School Games Young Leaders



Now is a great time to reflect on your selection process. Choose young people who enjoy helping others and are enthusiastic about promoting the School Games and its associated benefits. They do not need to be talented at sport, they just need to demonstrate a willingness to inspire and influence others to drive change within their school.

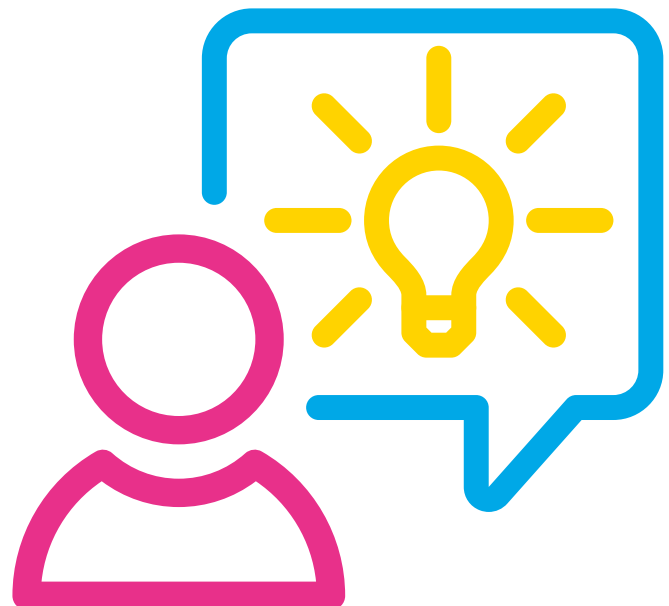
The expectations of your School Games Leader:

- Promote the positive values and ethos of the School Games to help increase participation.
- Get involved in the School Games themselves so they can be seen as a role model advocating the power of sport.
- Come up with innovative ideas for School Games activities and help to lead these.
- Be a voice for young people about what they want from the School Games.

Examples of Roles & Responsibilities

Each of your School Games leadership roles will look very different and will depend on skills/interests as well as format. Encourage and empower your School Games leaders to be creative and to come up with their own ideas of what would be most effective in your area. Young leaders can still be utilised and deployed even if the School Games delivery is virtual. Young people have shown how creative they can be with their face to face and online delivery.

Virtual delivery can also offer an opportunity for leadership to potentially appeal to new individuals and this opportunity can be used to reach new audiences. Deployment isn't just about delivering when the School Games is taking place. The list of potential roles and responsibilities for School Games leaders below gives examples of the types of roles that can be undertaken but is not exhaustive. There are many other leadership roles to consider when looking at individuals and their leadership strengths.



Selection of School Games Young Leaders



Ambassador



Role: Champion the importance of the School Games.

Responsibility: Deliver an assembly, create an inspirational video, create a newsletter article, present to SLT to influence decisions, create a school sports council, communicate with their peers.

Ideal for: Those who have an ability to influence and inspire others; those who will proactively spread the School Games ethos and those who will have an ongoing positive impact of the power of sport on wellbeing.

Marketeer



Role: Consult with other young people to find out their likes and dislikes and ideas for improvement. Collate ideas and promote the activities, sessions or competition opportunities.

Responsibility: Create posters, undertake a survey, develop a promotional video, social media development (i.e. help with their own School Games twitter account), develop an article for the school newsletter/website, create an inspirational School Games notice board.

Ideal for: Young people who enjoy talking to others, designing, being creative, and those who have an ability to think outside the box.

Activity Organiser



Role: Support arrangements and coordinate School Games events or activities.

Responsibility: Act as the main contact for events and competition information and advice. Work with SGOs to organise the suitable arrangements for School Games sessions and events. Liaise with other young leaders (especially marketers) to ensure that everyone is informed of dates and venues of forthcoming sessions and events.

Ideal for: Young people who enjoy planning and organising. Good communication skills and enthusiastic. This role could be ideal for a young leader who likes to organise but doesn't like to deliver, especially when thinking about being on camera for virtual delivery.



Selection of School Games Young Leaders

SCHOOL
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Deliverer



Role: Leading activities, sport sessions, events, coaching or officiating for the School Games.

Responsibility: Deliver fun School Games sessions, run a School Games event/competition, coach their peers (virtually or face to face), officiate at competitions (both virtually and face to face).

Ideal for: Young people with excellent organisational skills, communication skills, and an ability to lead, motivate and enthuse others.

Motivator



Role: Help to create a great atmosphere and supportive environment across School Games activities.

Responsibility: They offer support and keep an eye on the welfare of others. They encourage individuals or groups to take part in School Games Activities and cheer everyone on to keep going to achieve their own full potential. Particularly important role in helping other leaders and participants feel confident with reimagined formats.

Ideal for: Young people with excellent communication and empathy skills. Very kind and approachable with an ability to look out for welfare of others and motivate them.



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The Implementation Process:

Invite



Invite young people to become your School Games leaders. Be inclusive in your selection, have young people help you to decide who is selected and why. The people you choose should be representative role models who reflect the diversity of your School in terms of gender, religion, ethnicity and abilities.

Consult



Conduct a consultation with young leaders first and teach them how to conduct consultations. When you have found out their needs and ideas, they can then consult with other young people about what motivates them and potential School Games activities they would like to do. By involving everyone in consultation, they will be more inclined to attend the sessions, and more importantly, keep coming back. Utilising your young leaders to deliver consultation themselves will act as inspiration for their peers to transition into leadership roles in the future.

Educate



Support young leaders to understand their roles and responsibilities. Help them to understand and learn how to become a School Games leader and how to inspire others through this work. The 'Leadership Pizza' resource which can be found on the School Games leadership page as part of this toolkit will support this.

Adapt



Support young leaders to understand how to adapt their skills to include all young people and to be agile to change. You will find an additional resource to support adaptable leadership as part of the toolkit on the School Games Leadership page.

Promote



Disseminate and market the School Games activities across the school. Ensure people know it is School Games activities delivered by young people for young people.

Celebrate



Recognise and celebrate the success of all students who participate in School Games (show it isn't just about winning against each other but personal challenge). Celebrate and recognise the work of the School Games Leaders within school and across the wider School Games network, don't let recognition of their achievements be an afterthought.

Virtual Delivery

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It may not be possible to deliver face to face sessions, therefore virtual competition/activity may be an appropriate alternative. Or, a blended approach combining both face to face and virtual delivery (live or pre-recorded) may be preferred.

Recent insight has shown that young leaders want:

- A flexible leadership model, with inclusive activities that could be delivered by young people either online and/or face-to-face.
- A model that encourages proactivity and creativity, to empower leaders to create innovative activities/content themselves.
- Interactive and fun training opportunities. Establishing a light tone with, for example funny video clips, and having tasks to do as part of the training. There was no enthusiasm for just staring at a screen for training!
- Using 'breakout rooms' within online platforms, and encouraging people to discuss their interests in order to build common ground and relationships.



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Virtual Delivery



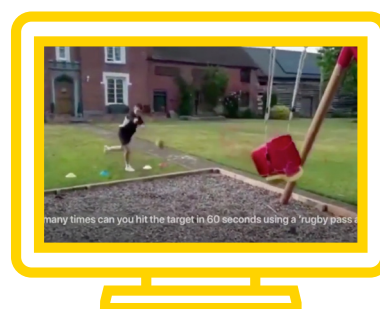
Here are some top tips for School Games Leaders to lead fun, inclusive, interactive virtual sessions to their peers:

Firstly, decide what kind of virtual delivery you would like to do. Do you want it to be a live delivery via Zoom or YouTube or would you like to create short and informal video content that will help people understand an activity or challenge?

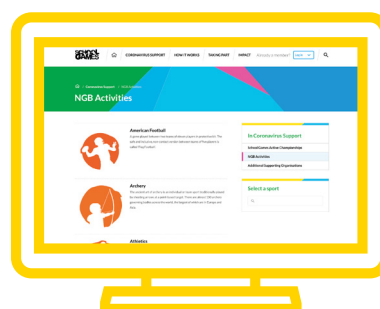
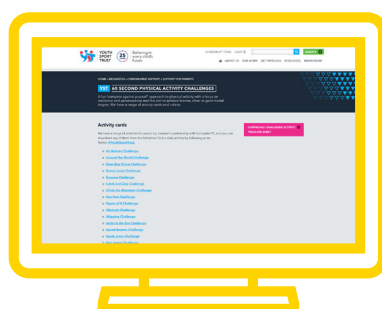
Virtual Live Delivery	Virtual Pre-Recorded Delivery
Encourage connectivity: Use icebreakers and games to explore and develop the skills of young people and build trust within the team.	Write a script: Keep your script simple, this can be on-camera dialogue or voiceover that's layered on top of footage.
Keep sessions interactive: Use breakout rooms as part of video conferencing to promote teamwork, and include active games to encourage movement.	Create a storyboard: This is a comic-book-style overview of your video. It shows how different shots come together to tell a single visual story.
Keep sessions short: Have breaks every 15 minutes to keep participants energised. Nobody likes staring at a screen for a long length of time.	Keep videos short: No more than 5 minutes of content – 3 minutes would be best to keep people's interest and peak understanding.
Keep sessions interesting: Use videos, quizzes, and energisers help to keep participants engaged and interested.	Catch their attention: Make sure your video intro is attention-grabbing and people understand what the video is about in the first 5 seconds.
Encourage everyone to contribute: Ask the group for their contributions and give each person the opportunity to get involved in the session (chat box or unmute themselves or online whiteboards)	It doesn't need to be expensive: If you have a smartphone with a camera then you have the technology to record a great instructional video. Check your camera, audio and lighting beforehand.
Ensure everyone is heard: Listeners can only hear one person at a time clearly so take turns sharing with each member of the group.	Make your edits: You do not need a professional to do this for you. Here are some simple video editing tips that can help you. Click Here



Here are some examples of great videos created by School Games Young Leaders.



Click on the links below for ideas for your Sports Activities and Challenges:



Click this link for some examples across the School Games Network of what Virtual School Games can look like and some Virtual School Games Leadership opportunities that has been adapted to help with current changes.