

## TOP TIPS

### for School Games Organisers

- 1 Engage key stakeholders in your plans from the outset and start the planning process well ahead.**

[This could include headteacher, head of year, form tutors, PE staff, teaching Assistants, SENCOs, transition managers, secondary students]

- 2 Agree the purpose of the competition based on the highlighted transition concerns.**

[Changes in friendship group, familiarisation with a new environment, adapting to a new workload and associated organisation requirements]

- 3 Plan collaboratively to identify the most appropriate students.**

[Those struggling to form friendships, finding workload and organisation challenging, those with few/no peers from primary school, those arriving after the start of term, those with low confidence] Be guided by the principles of competition including the focus on the process rather than the outcome (on the learning and values development of the young person rather than the result).

- 4 Reflect the principle of competition 'The young person's motivation, competence and confidence are at the centre of the competition' in your competition planning and delivery.**

[Work collaboratively to ensure the competition meets the needs of the students]

- 5 Agree the most suitable time, duration, venue and marketing methods to attract the desired target group.**

[Breakfast club, registration time, tutor time, lunchtime, after school, collapsed timetable]

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- 6 Consider meeting the students prior to the competitions so they have a familiar face and use suitable sports leaders to help students mix with other year groups.**

[Consider the use of School Games Crew]

- 7 Be flexible with your plans and ready to adapt your activities; remind students each week or invite additional students.**

[As time progress staff may identify other students who would benefit]

- 8 Be creative and consider the use of specific resources to help to achieve your planned purpose. Reflect the principle of competition which highlights the focus being on the process rather than the outcome (on the learning and values development of the young person rather than the result).**

[Getting-to-know-you Bingo sheets, name stickers, team wrist bands, score cards]

- 9 Keep it fun, simple and engaging for all.**

[Consult with participants each week to establish what they enjoyed and to help develop your plans]

- 10 Keep focussed on progress as you go, ensure you are able to provide evidence of impact.**

[Observe and consult students during each session to establish progress. Communicate with key stakeholders for feedback and evidence of impact]