YST GIRLS ACTIVE

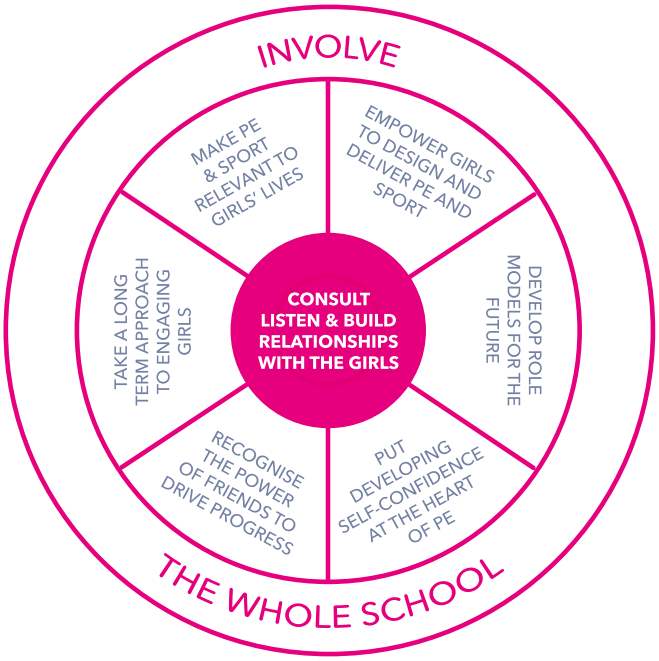
SIX PRINCIPLES OF EFFECTIVE PRACTICE

YOUTH SPORT TRUST

How Does Girls Active Make A Difference?

Principles

There are six key principles that underpin effective practice in engaging girls in PE, sport and physical activity. These have positive relationships at their core and should be supported by whole school policies and practice.



Top tips for engaging girls

Take a long-term approach to engaging girls	• Make girls' engagement an explicit objective in PE plans • Involve all PE staff in addressing the issues
Put developing self-confidence at the heart of PE	• Support girls to identify and set personal goals • Focus on mastery and personal improvement
Make PE and sport relevant to girls' lives	• Focus on girls being active for life not just for sport • Make explicit the development of girls' wider life skills
Recognise the power of friends to drive progress	• Provide and promote the social aspects of PE and sport • Enable girls to motivate their peers to take part
Develop role models for the future	• Deploy girls as positive role models for other girls • Promote diverse role models, not just elite sportswomen
Empower girls to design and deliver PE and sport	• Allow girls to be creative and learn through discovery • Develop and deploy girls in a variety of leadership roles

Examples Of The Six Principles In Practice

Take a long-term approach to engaging girls

Castleford Academy uses a coach to run an after-school gymnastics club for girls. The 3-4pm slot is for secondary-age girls and 4-5pm is for Year 5/6 girls from local primary schools. Older girls stay on to work with the younger ones while the PE teacher spends time with the primary girls and their parents to build long-term relationships.

The Heathland School recognised dads as being key influencers for their Asian girls' participation. To raise the dads' awareness of the value of physical activity, and to gain parental support for PE and school sport, it worked with the girls to run a Dads and Daughters event that focused on the benefits of healthy active lifestyles – including their link to achievement.

Put developing self-confidence at the heart of PE

Haughton Academy targeted Year 9 Pupil Premium girls who were lower achievers, both in PE and academically. Teachers changed how they gave feedback, praising the positive aspects of the girls' behaviour and performance instead of focusing on the negatives, e.g. celebrating when the girls bring kit, even if it isn't the right PE kit. Relationships have improved as a result.

With support from local partners, St Breock Primary School ran a mixed-school event for Year 5/6 girls. By using off-site, non-traditional and problem-solving activities, it supported the girls to explore, take risks and overcome their fears of doing new things. It wanted to pre-empt drop-off by building the girls' confidence, resilience and positive mind-sets.

Make PE and sport relevant to girls' lives

Once a week, Wellington Primary School takes its girls to the local park for lunchtime activities. Many of the girls didn't visit the park with their parents so it shows them how and where they can take part outside of school – for free! The girls discuss what physical activity means and play tag and hop scotch as well as enjoy the swings and climbing frames. The girls love it!

Year 9/10 girls at Al Sadiq and Al Zahra School took part in leadership and life skills sessions with Cath Bishop, a former Olympic rower and diplomat. The girls had to design a multi-activity event for younger pupils before pitching their ideas to a judging panel to secure resources. Other school staff recognised the impact on the girls' learning and work skills.

Recognise the power of friends to drive progress

Girls with special educational needs (SEND) at Accrington Academy tended not to take part in the Girls Active club. The school enlisted four Year 8 girls with SEND to plan a bespoke event: a swimming gala. The girls acted as team captains and recruited and motivated their own teams of swimmers, resulting in 25 students with SEND participating in the gala on the day.

King Alfred's Academy has five girls' leadership groups, each focusing on a specific area. The 'Be there for you' leaders support other girls to get involved in PE and sport on a day-to-day basis. Each of the leaders has a target to get five girls who don't currently participate active by the end of the school year. The leaders also have 200 Twitter followers!

Develop role models for the future

Girls at Mortimer Community College interviewed female members of staff across the school about their involvement in physical activity: what they do, why they do it, a photo and some inspirational words. Using a template they had designed, the girls created an inspiration wall of positive female role models to reinforce the message that being active is 'normal'.

At Cirencester Kingshill School, the six Year 9 Girls Active leaders worked with two friends each to run a festival for girls from ten local primary schools. The event took place on the secondary school site and included skipping, kick-ball-rounders and Zumba. These leaders will run extra-curricular clubs for the younger girls when they join the school in Year 7.

Empower girls to design and deliver PE and sport

As so many girls applied to join the Northfield School Girls Active team, the lead teacher supported them to organise a Race for Life for the whole school so that all of the girls could have a leadership role. The girls did everything including planning the event, designing the publicity, signing up teams, acting as stewards, awarding prizes and reporting on it afterwards.

Seven girls were recruited as Girls Active leaders at Slated Row School, which is a special school. These girls surveyed the preferences of the other girls in school and designed a programme of girls-only Wednesday lunchtime sessions. The girls have complete responsibility for the programme, from designing posters to sending runners to rally girls to attend.

"When my daughter left primary school, she would say that PE was her least favourite lesson. During your This Girl Can week she tried and enjoyed lots of different activities. Today she returned home wanting to join your judo club."

Parent, King Edward VI