



Every child Matters

Linking ideas for physical activity – Dacorum SSCo Partnership

OUTCOME	AIMS	ACTIVITY IDEA	EXAMPLE OF DACORUM SSCo ACTIVITIES
Be healthy	<ul style="list-style-type: none"> • Physically healthy • Mentally and emotionally healthy • Sexually healthy • Healthy lifestyles • Choose not to take illegal drugs 	<ul style="list-style-type: none"> ➢ Sporting or recreational activities ➢ Activities highlighting the energy balance ➢ Inclusive activities ➢ Targeted activity with specific groups to raise self esteem and confidence ➢ Activity linked to lifestyle issues such as breakfast clubs, Five a day, physical activity ➢ Activities that encourage positive social engagement 	<ul style="list-style-type: none"> ➢ Big lottery activities – working with targeted students ➢ Before school physical activity clubs in selected schools ➢ "Huff & Puff" activities @ lunchtimes encourage social interaction ➢ Links with various health programmes for selected schools – Fit 4 Fun, Saracens – Sport for Health, Goals for Kids ➢ Activities that are for targeted students in secondary schools
Stay safe	<ul style="list-style-type: none"> • Safe from maltreatment, neglect, violence and sexual exploitation • Safe from accidental injury and death 	<ul style="list-style-type: none"> ➢ Self defence/martial arts activities ➢ Water activities i.e. swimming/lifesaving/water safety/water sports ➢ Team building/problem solving activities that help the decision making process ➢ Outdoor and adventurous activities that will aid the ability to risk assess ➢ Cycling activities including proficiency awards. 	<ul style="list-style-type: none"> ➢ Swimming in lessons, out of school hours ➢ Lifesaving in lessons ➢ Outdoor and adventurous activities in PE lessons ➢ "Huff & Puff" activities @ lunchtimes

	<ul style="list-style-type: none"> • Safe from bullying and discrimination • Safe from crime and anti-social behaviour in and out of school • Have security, stability and are cared for 	<ul style="list-style-type: none"> ➢ Positive playgrounds, inclusive activities ➢ Activities that encourage positive social engagement ➢ YST 'Living for sport' programme 	<ul style="list-style-type: none"> ➢ Activities organised for targeted students
<p>Enjoy and achieve</p>	<ul style="list-style-type: none"> • Ready for school • Attend and enjoy • Achieve stretching national educational standards at primary school • Achieve personal and social development and enjoy recreation • Achieve stretching national educational standards at 	<ul style="list-style-type: none"> ➢ Wake 'n' shake type activities ➢ KS transition programmes ➢ Activity breakfast clubs ➢ Activities that involve schools competitions that improve a sense of belonging ➢ Targeted activity to encourage punctuality and attendance ➢ Positive playground activities ➢ Physical activity improves pupils behaviour, attendance, concentration and commitment ➢ Linking physical activity to other curriculum areas and providing targeted opportunities. e.g. Improving handwriting by providing sessions to improve coordination, linking literacy to skipping ➢ Active recreation of pupils choice that raises self esteem and confidence ➢ Physical activity improves pupils behaviour, attendance, concentration and commitment ➢ Cross curricular activities 	<ul style="list-style-type: none"> ➢ 'Take 10' activities – 10 minute physical activity breaks between lessons ➢ Speed stacking ➢ Multi-skills 'curriculum break' sessions with community sports coaches in selected schools ➢ Attendance @ sports fayres @ Hemel Sports Centre ➢ Participation in various sports festivals / competitions ➢ Transition clubs set up at secondary schools for year 6 students ➢ Before school physical activity clubs at selected schools - improve behaviour, concentration ➢ Big lottery activities for selected students – improve behaviour, concentration

	secondary school		<ul style="list-style-type: none"> ➤ 'Huff & Puff' activities @ lunchtimes ➤ Cross-curricular activities through programmes organised by other agencies – Saracens, PCT
<p>Make a positive contribution</p> <ul style="list-style-type: none"> • Engage indecision making and support the community and environment • Engage in law-abiding behaviour in and out of school • Develop positive relationships and choose not to bully or discriminate • Develop self confidence and successfully deal with significant changes and challenges • Develop enterprising behaviour 	<ul style="list-style-type: none"> ➤ Leadership programmes e.g. Top Link, Step into sport ➤ Improve environmental understanding through outdoor and adventurous activities ➤ Activities that encourage positive social engagement ➤ Sports activities includes 'playing by the rules' ➤ Activities that encourage positive social engagement ➤ Positive playgrounds, inclusion activities, gaining an understanding of multi-culturalism through sport ➤ Activities that promote self esteem and confidence ➤ Sporting activities enable YP to experience achievement and pride and also to deal with success and failure ➤ Sporting activities value creativity and individuality and personal responsibility and decision-making are promoted. 	<ul style="list-style-type: none"> ➤ Leadership experience through 'Huff & Puff' play leaders ➤ 'Huff & Puff' activities @ lunchtimes encourage social interaction & engagement ➤ Junior Sports Leaders award offered to students in secondary schools. Opportunities to develop leadership skills ➤ JSLA students organising TOP LINK festivals for primary students ➤ JSLA / CSLA students helping in OSHL opportunities either @ primary or secondary schools ➤ Opportunities for ALL young people to participate in various OSHL activities to develop self esteem and confidence 	<ul style="list-style-type: none"> ➤ 'Huff & Puff' activities @ lunchtimes ➤ Cross-curricular activities through programmes organised by other agencies – Saracens, PCT ➤ Leadership experience through 'Huff & Puff' play leaders ➤ 'Huff & Puff' activities @ lunchtimes encourage social interaction & engagement ➤ Junior Sports Leaders award offered to students in secondary schools. Opportunities to develop leadership skills ➤ JSLA students organising TOP LINK festivals for primary students ➤ JSLA / CSLA students helping in OSHL opportunities either @ primary or secondary schools ➤ Opportunities for ALL young people to participate in various OSHL activities to develop self esteem and confidence

<p>Achieve economic well being</p>	<ul style="list-style-type: none"> • Engage in further education, employment or training on leaving school • Ready for employment • Live in decent homes and sustainable communities • Access to transport and material goods • Live in households free from low income 	<ul style="list-style-type: none"> ➤ Gaining sports awards and leadership qualifications can lead to engagement and maintaining engagement within the education framework ➤ Sports activities promote life skills through communication, leadership, teamwork, dealing with success and failure ➤ Fit for work in terms of functional capacity ➤ Sports and physical activity programmes can promote and support sustainable communities creating lasting partnerships and providing the right pathways for YP ➤ Schools working together in a SSP can lead to subsidised transport and facility access. ➤ Equipment can be loaned as part of SSP or sometimes by the local authority ➤ Sport and physical activity can act as a vehicle to promote employability through the development of valued skills and competencies 	<ul style="list-style-type: none"> ➤ Living for Sport projects in secondary schools ➤ Gaining certificates as a play leader @ lunchtimes ➤ Opportunities to participate in out of hours activities run by coaches from local clubs – creating a pathway for the young person ➤ A variety of new equipment provided by the SSP for the schools to start new activities either during curriculum time or an as OSHL activity. ➤ Equipment, such as speed stacks, are shared throughout the families of schools
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Objectives What I want to achieve as a result of/following this session I want to:	Strategies What I am going to do to achieve my objective(s)	Signs of success How will I know when I have achieved success	Sources of evidence