

EXAMPLES OF GOOD PRACTICE PRINCIPLES

CHILDREN AND YOUNG PEOPLE
IN SPORT AND RECREATION



SPORT
NEW ZEALAND

CONTENTS

PRINCIPLE 1: Create a safe social and physical environmen	1
PRINCIPLE 2: Treat children and young people with dignity and respect	2
PRINCIPLE 3: Model good behaviour and values	3
PRINCIPLE 4: Be consistent	5
PRINCIPLE 5: Become familiar with developmental ages and stages	6
PRINCIPLE 6: Let children play	7
PRINCIPLE 7: Ensure there is full participation and inclusion	8
PRINCIPLE 8: Modify or adapt activities to suit the ability of participants	9
PRINCIPLE 9: Provide an appropriate amount of activity	10
PRINCIPLE 10: Prepare children and young people to compete successfull	11

EXAMPLE FOR PRINCIPLE 1: CREATE A SAFE SOCIAL AND PHYSICAL ENVIRONMENT

SMALL BLACKS RUGBY

The Issue

Rugby is one of the highest team participation sports for children and young people in New Zealand. Like many other sports, rugby poses risks to its participants – physically, due to the contact nature of the activity, and socially through sideline behaviour issues.

The Solution

New Zealand Rugby (NZR) made a conscious decision to ensure partner unions provide an environment where kids can play rugby safely, protected from physical, social and emotional harm. They have put steps in place to ensure coaches and referees of junior grades are suitable and don't have a criminal history that would make them inappropriate to be in such positions.

NZR first worked with the New Zealand Police to initiate a vetting programme where people who applied to unions to be coaches or referees were checked out. Initial trials proved slow, but after a couple of years the process has significantly improved, ensuring registrations are swift, with excellent police cooperation.

To work well, NZR needed buy-in from their partner unions. They presented the idea to every provincial union in person and explained the programme in detail. Generally the unions and stakeholders appreciated the idea, and the commitment to providing a safe environment. It was widely embraced and, by 2013, the police vetting programme became mandatory for all unions.

The Method

Police vetting searches the police database for information including conviction history, the offence itself, the date of the offence and the sentence imposed. A person found guilty of certain offences against children and others is automatically disqualified from coaching or refereeing Small Blacks rugby.

Applicants have a chance to opt out and not be exposed to a vetting process. If something is found by the check, people can also appeal, but they need to enlist support from both a rugby club official and from an upstanding member of the community.

Results from these checks are considered by authorised NZR personnel. If more investigation is required, it is first discussed with the applicant in confidence. Any applicants who refuse to consent to police vetting are ineligible to coach or referee Small Blacks rugby.

The Results

At the time of writing, the programme produced a small number of cases where a person didn't want to be checked and, as a result, they were required to step down from coaching.



One of the best things about the programme is that rugby is now perceived by parents and families as even safer. They can feel a level of confidence that their children are participating in a sport supported by coaches and referees who are not considered to be a risk to their children's safety.

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EXAMPLE FOR PRINCIPLE 2: TREAT CHILDREN AND YOUNG PEOPLE WITH DIGNITY AND RESPECT

UPPER HUTT CITY COUNCIL TEENBOARD

The Issue

H²O Xstream is an award-winning aquatic centre run by the Upper Hutt City Council. It was more than ten years ago when H²O Xstream saw an opportunity to engage with young people, and capture their enthusiasm, by including them in the planning and implementation of the facility's youth programmes.

The council believed that by proactively including local kids in leadership roles, there'd be positive flow-on effects including local kids:

- contributing to the community
- having a safe community facility, which they have a sense of ownership and pride in
- not feeling bored or left to themselves
- having something positive to focus their energy on
- encouraging their friends to engage in programmes, resulting in increased revenue and participation

The Solution

Each year H²O Xstream elects a 'TeenBoard' of about a dozen 10 to 16 year olds. Those selected are there to discuss issues, make recommendations, and help organise and run youth-focussed events. The programme has been in place for more than a decade and has proven valuable to the community and popular with the kids involved.

The Method

At the beginning of each year, after the TeenBoard is elected in October, a team building session is held. The members are different ages and from different schools, but this session ensures there aren't segregated groups, the board is unified, and each person is left feeling comfortable to speak up.

Adults chair each board meeting and set the agenda, which could include items like running programmes, events, buying equipment, and marketing. Upper Hutt City's Recreation Services Manager Rachel Jury says everyone works well together. "We've found the younger ones are really good at ideas. The older ones are great at feedback. They tell us what's not good, or what's cool. Overall the board gives great ideas and keep us in touch with what young people want."

The members are valued by receiving free swims and hydro slides passes, as well as a pizza at each meeting. They also get a free T-shirt and are welcome to attend staff events such as barbecues. But Rachel says that for most kids these extras are a bonus, not the motivation for standing.

The Results

According to Rachel, the TeenBoard works brilliantly for the aquatic centre, for young people, and for the wider Upper Hutt community. "The programme has such a positive impact on the kids involved. It gives them responsibility, a sense of ownership and power. They have a voice and they feel part of a team, not just the TeenBoard team, but also the wider H²O Xstream team."



"Many of the kids come out of their shell during their time on the board. Once they know our philosophy is 'no idea is a silly idea' and they get used to the group's dynamic, we really see growth in some individuals. Generally, by the end of their year of service, the originally shyest or quietest kids are the ones with the most ideas."

Rachel says other kids regularly enquire about being part of the Board. "Just last Friday night, Lea, one of our current TeenBoard members, was helping out at reception. A number of kids asked her what she was doing. She explained the ins and outs of the Teen Board, the next thing the kids were asking to join up and when the next elections were. It's fantastic to see the kind of response we get from the kids when we have told them about it."

For more information:

To find out more about H²O Xstream, visit: www.h2oxstream.com.

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EXAMPLE FOR PRINCIPLE 3: MODEL GOOD BEHAVIOUR AND VALUES

THE NZCT AIMS GAMES

The Issue

Sport Bay of Plenty is well aware that children and young people have the opportunity to learn and develop positive values associated through participating in sport. The challenge for stakeholders was to create opportunities where participants could learn about the importance of fair play, positive sideline behaviour, coping with winning and losing, and rewarding effort. They also wanted an environment where these values were modelled and encouraged by coaches, teachers, instructors and parents.

The Solution

Sport Bay of Plenty partnered with the Tauranga City Council and four Western Bay Intermediate Schools to form the AIMS GAMES. The annual sporting championships give 11, 12 and 13-year-olds the opportunity to compete at an elite level, be active, celebrate fair play and enjoy success. In nine years, the AIMS GAMES has gone from a small festival of sport, to what is now considered the international championships for intermediate and middle schools. Since their inception in 2004, the AIMS GAMES have grown to now hosting 193 schools from throughout New Zealand, seven Australian Schools and one school from the Cook Islands.



The Method

The AIMS GAMES are designed to promote excellence and achievement in sport, yet despite the competitive nature of the tournament the Games continue to promote fair play, sportsmanship, celebration and fun.

Sport Bay of Plenty says the spirit of the GAMES is exemplified by the participants and supporters, irrespective of a school's region, context or size. Everyone is expected to be able to participate and compete within a strong spirit of winning or losing with dignity and with pride. The opening page of the tournament booklet, which every competitor, coach, manager and official gets, has the Fairplay Promise. This oath is read aloud at the opening ceremony and is taken by all the competitors, coaches, supporters and officials. It generally outlines a promise to play fairly, with respect and a positive attitude. The one-page Fairplay Promise is well worth a read and can be found on the AIMS GAMES website – www.nzaimsgames.co.nz/about/fairplay-promise/

There is also a Team Mates Trophy and a Fair Play Award, supported with a \$1,000 voucher. The Team Mates Cup is the premiere award presented to the top school for overall excellence. The criteria to be eligible for the Cup is well promoted, so everyone buys into the glory of the idea, including:

- presentation – high standards at all times
- punctuality – at the GAMES and duty requirements
- competition – skill and fair play
- respect – for officials, other competitors and visitors to the tournament
- performance – how well a team does.

Each game is expected to end by shaking hands and acknowledging the other team, which promotes winning and losing with humility. This is accepted and followed

throughout the GAMES. Towards the end, a competitors disco is held to promote the idea that sport is about meeting people, making new friends and having fun off the pitch.

Role models are also a big part of the GAMES, with inspirational guests speaking at the opening ceremony. These speakers are often former Olympians or national representatives such as Gordon Tietjens, Dame Susan Devoy, Kelvin Ferguson, Ricki Herbert, Danyon Loader, Rob Waddell, Mahe Drysdale and Sarah Walker. There's also a coaching seminar, and a coaches and managers night, where top New Zealand coaches mix with school-team coaches. Many grandparents and extended families also take the opportunity to attend and support respective whanau.

Another wonderful part of the AIMS GAMES is the bridging of the generation gap, for example the indoor



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bowls has many retired people who volunteer to go into schools and coach students prior to the GAMES, and then attend the GAMES to support them. It's just another valued role modelling benefit from the GAMES.

The Result

Sport Bay of Plenty says the AIMS GAMES has an amazing positive buzz to it, with a large amount of feedback received each year. The competition is known for its demonstration of fairness, pride in the participants' schools, and a high level of completion.

One of the biggest tangible outcomes is the growth of the AIMS GAMES. The GAMES are bigger each year, to a point where they're now global.

EXAMPLE FOR PRINCIPLE 4: BE CONSISTENT



SPORT BAY OF PLENTY GO4IT PROGRAMME

The Issue

In the Bay of Plenty there are 150 schools. Prior to GO4it a myriad of sports providers were working individually, offering a variety of programmes to schools in an uncoordinated way. A door knocking culture ensued and schools became hunting grounds for high participation figures. The programmes were often focussing on one sport, excluding the idea of learning a range of fundamental and age-appropriate skills that young people need to develop a good base for all sport. If there was more than one organisation involved, they could often duplicate lessons and skills. There simply wasn't a consistent approach that focussed on what's best for the school kids of the Bay of Plenty.

The Solution

Sport Bay of Plenty realised sporting providers needed to collaborate, so they facilitated the consultation and creation of GO4it – a comprehensive fundamental skills programme that aims to develop lifelong sporting skills for young people.

GO4it is run through the collaboration of sports providers who, together, focus on delivering one shared programme that teaches skills first. This is a great result for young people and the schools, there's no duplication and the young people's needs are the priority. Participants learn important fundamental skills through the programme, including:

- Leg it (running, jumping etc) – delivered by Athletics NZ
- Move it (rolling, twisting, jumping etc) – delivered by Gymsports NZ
- Pass it (variety of throwing and catching techniques with varied equipment) – delivered by Netball BOP and Central Rugby League
- Kick it (kicking with football and rugby ball) – delivered by Waikato Bay of Plenty Football and Central Rugby League
- Hit it (hitting techniques using racquet sports) – delivered by Tennis Waikato Bays and Badminton Bay of Plenty.



The Result

Collaboration in the delivery of fundamental movement skills has ensured providers are fully focused on achieving the best result for children and young people in relation to skill development, rather than their own organisation's targets. Contributing sports organisations all say the collaborative approach underpinning GO4it is much more effective than when running separate programmes.

They agree that in the long term GO4it will benefit the wider sporting landscape by developing a larger pool of children with the skills to participate in any sport.

Collaboration and taking a child centred approach ensures children are receiving consistent messages between providers and the skill development activities are being delivered in a planned, sequential manner that best supports children's ages and stages of development.

Schools are also happy, getting access to a highly-varied skill programme, which is coordinated in a more efficient and non-invasive way.

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EXAMPLE FOR PRINCIPLE 5: BECOME FAMILIAR WITH DEVELOPMENTAL AGES AND STAGES

SPORT CANTERBURY'S SPORTSTART PROGRAMME

The Issue

Sport Canterbury wanted to increase the fundamental movement skills of young people aged between five and 13. They found that few programmes in their area adopted an approach that focussed on the development of physical literacy, allowing children to participate in developmentally appropriate activities throughout their time at primary school, and that emphasised the development of movement skills alongside thinking and communications skills. In other words, they wanted to provide a solid foundation where young people could develop the skills, knowledge and attitudes they needed to participate, with confidence and poise, in a wide range of sports.

The Solution

Sport Canterbury felt the best way to improve the delivery of fundamental movement skill opportunities was to directly influence the quality of Physical Education (PE) and coaching provided to young people. Schools were also asking for support around PE. Therefore they put together two comprehensive resources that contain User's Guides and well over 100 activity cards. Contextual activities teach children the fundamental thinking, moving and communication skills they need in order to participate successfully in sport. SportStart is specifically designed to empower teachers and coaches to deliver high quality learning opportunities.

This generic resource focuses on teaching children a range of skills that they'll need to confidently and competently participate in any sport. It aims to equip kids with the necessary skills, knowledge and understanding to enjoy lifelong involvement. It intentionally avoids being sport-specific; instead it focusses on skills that can be applied to all sports.

SportStart has a large number of great games that involve gymnastics, athletics, invasion games, striking and fielding games, net and wall games, and target games, all of which are enjoyed by the participants. But the true key to SportStart's success is its simplicity and user-friendliness, which allows teachers to have the confidence to deliver it, and it provides the schools with the tools to plan their programme logically and progressively. The assessment activities allow teachers and students to identify where they are at and what the next steps for learning are. The multi skill activities are used to build their knowledge, skills and understanding.

The implementation of SportStart involves Sport Canterbury's Fundamental Skills Advisor and Community Sport Advisors delivering a series of workshops to teachers, along with in-school support including planning, and delivery of exemplar lessons.



The Result

SportStart has helped ensure that opportunities delivered by teachers and coaches are age- and stage-appropriate for participants. It ensures activities are planned, progressive and contribute to the mastery of physical, social, emotional and cognitive skills that are relevant to sport.

From the outset the demand for SportStart has been constant. Sport Canterbury say feedback on the resource and support offered has been very encouraging, particularly from teachers. The majority say their students are particularly showing improved confidence, are engaged in all their lessons, and are learning through the language connected to activities. Teachers are also saying they've increased their understanding of how to progress students, and that PE is no longer a chore, instead it's a pleasure to plan and teach.

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EXAMPLE FOR PRINCIPLE 6: LET CHILDREN PLAY



CHILDREN HELPING TO REBUILD CHRISTCHURCH

The Issue

The earthquakes and resulting aftershocks that struck Christchurch took their toll in many ways, including the spaces and places where kids could play. Undoubtedly the earthquakes were the cause of much worry and stress for the children of Christchurch and their families. Having somewhere for kids to play became even more valuable, as something to help young people feel better about where they live.

The rebuild became a top priority and those in charge wanted the young people of Christchurch to be creatively involved, giving them a chance to feel part of the city, with an opportunity to have fun and enjoy where they lived. When a large children's playground was sketched into the council's plans, it was agreed the local kids should play their part in its development.

The Solution

The Christchurch Central Development Unit's communications team came up with the idea to hold a playground design competition called 'The Amazing Place'. The challenge was for Canterbury school children to come up with their own amazing place, or their idea of what the best playground in the world would look like. It was a way of re-engaging Canterbury's youth and providing a chance for kids to have their say in how the new inner city should look.

Overall the rules were pretty loose, which encouraged ingenuity and creativity unrestricted by rules or guidelines. Entries were judged on imagination, interactivity, presentation, and description. The winners were announced at a ceremony with a lot of fanfare and fun, with the winning ideas and concepts being incorporated into the final design. The whole competition thrived on the themes of imagination and play. It was backed by enthusiastic adults that gave the competition a push - even the Prime Minister showed up to announce the winners.

Canterbury Earthquake Recovery Authority's (CERA) Chief Executive Roger Sutton says the resulting playground will play a key role in keeping children connected to the inner city and providing them with a vantage point from which to view the city's re-generation. "It is crucial to the recovery of our central city that the next generation truly believes it is a great place to be. We want our children to grow up remembering the fun and excitement they had when

they went to the massive playground in the centre of Christchurch, and we want those memories to be shared with the generations to come."



The Result

You only have to watch the video on www.theamazingplace.co.nz to see the creativity, joy, and colour brought by the competition's contestants. Over two hundred primary schools and early childhood education services took part in the competition, and close to three hundred entries were received. CERA's Jane Mahoney says that feedback from schools has been entirely positive, with many children taking up the challenge and coming back with a huge number of creative and fun ideas, all in fantastic detail.

As a result of the competition the playground will be named the Margaret Mahy Amazing Place – a concept proposed by the winning team in Year 6. It's currently at the concept-design stage and due for completion in the summer of 2014.

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EXAMPLE FOR PRINCIPLE 7: ENSURE THERE IS FULL PARTICIPATION AND INCLUSION

GET In2Life YOUTH DEVELOPMENT TRUST

The Issue

During the course of public consultation with young people, the Auckland Council received a stream of feedback saying they needed more experiences and activities to undertake during their free time, and destinations or spaces that were young-people friendly.

The council wanted to encourage physical activity in an environment that would accommodate individual differences, where kids could try things for the first time, test themselves, experience success and feel part of their community.

The Solution

The answer was the formation of a 'street-games' programme called In2It, which promotes the idea that play is easy and accessible to all. In2It aims to get more 10-15 year olds active in their unstructured leisure time. Partnerships with schools, clubs and other community organisations are used to deliver sessions and opportunities for physical activity. These sessions are supported by innovative marketing tools with the aim of reducing physical and social barriers to participation.

The programme is not just about providing physical activity; it's about connecting with the youth demographic in ways that are safe, contemporary, relevant and 'street', through multimedia, music, friends, and adding physical activity into the mix.

The Method

In2It Street Games are unstructured play sessions based on the principle that any space can be a play space. Like many large cities, Auckland is being squeezed for spaces where people can play.

Unstructured play is important because it's very children and young person focused and intrinsically motivating. It provides opportunities for young people to manipulate their environment and make it fit their needs, promoting innovation and challenge. Limited adult involvement also promotes independent play and ownership.

Variety is vital, so five modules are made available: **Inflatables** (jousting, bouncy castles, boxing ring, sumo suits, soccer pitch and more); **Wheels** (bikes, billy-carts, low-riders, scooters, skateboards, portable skate park, wheelchairs and more); **Balls** (earth balls, rugby balls, tennis balls, bouncy balls and more); **Sticks & Rackets** (swingball, lacrosse and more); **Backyard Games** (homemade cricket bats, gutterboards, Double Dutch and more).

The programme ensures there's interaction and variety for the participants, which keeps them coming back. Accessibility is also key, so experiences are brought to the participant via mobile modules, transported by vans and trailers to the spaces. Weekly sessions are delivered at the same time and place, allowing participants to become familiar with the concept and its purpose, and to build a rapport with the staff.



The Result

In2It is delivered under the auspices of the 'Get In2Life Trust' and has multiple commercial and community partners. The Mayor of Auckland Len Brown recently joined In2It in Auckland's CBD as they championed play and physical activity in the CBD's civic spaces. There have been more than 200,000 participants over the past three years, with 92% of all young people surveyed saying they found the programme to be excellent.

For more information:

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More information can also be found at
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EXAMPLE FOR PRINCIPLE 8: MODIFY OR ADAPT ACTIVITIES TO SUIT THE ABILITY OF PARTICIPANTS

GRASSHOPPERS TENNIS

The Issue

Too often adult versions of sports are imposed on children and young people, which are inappropriate for the participant's age and stage of development. Equipment might be too big, the rules too complicated, the competition too rigorous. For young kids, tennis was a bit like this. Kids were being taught basic tennis skills on a full-sized court with over-sized rackets and balls that bounced too fast and too high. As a result kids were often adopting incorrect technique or simply becoming frustrated at not being able to return the ball and walking away from the game altogether.

The Solution

Over time the sport of tennis has recognised that the needs and abilities of children are different from those of adults. Over 120 nations around the world offer a modified tennis programme for children wanting to learn and play the game. This is generally made up of modified equipment including smaller racquets, slower bouncing balls, a lower net, a smaller court size and less-complicated rules, which makes tennis far more accessible and enjoyable for young people wanting to get into tennis.

In 2006, Tennis New Zealand introduced Grasshoppers Tennis – an age-appropriate tennis programme for Kiwi kids. The Grasshoppers programme is delivered within schools where children are coached using child-sized tennis racquets, mini tennis-nets and low-compression tennis balls amongst other adapted resources. Children work together, there are no queues and sessions are 'game based' which means children learn the game of tennis rather than just the technique.

The Result

By modifying the game children are more able to develop and master the required skills for tennis, the rules are easier to understand and children experience greater success, which makes the game much more fun.

Schools and teachers are reacting positively to Grasshoppers Tennis. Mark Leggett, Deputy Principal of Khandallah School, says "We are into our second year and believe that Grasshoppers is a high-quality programme that fits well with our PE objectives. There is also a clear pathway in place for our students to access tennis at a local club if they enjoy their experience at school."



Participation in tennis has increased significantly since the introduction of Grasshoppers in NZ. There were 3,500 children who participated in the first year. Since then, over 250,000 children have taken part in a Grasshoppers programme, with over 70,000 children and 200 schools involved in 2013.

Grasshoppers is evolving and October 2013 sees the launch of Tennis Hot Shots. A holistic junior starter programme which empowers clubs and coaches to deliver a high quality national junior tennis programme inline with the best practice philosophy of modified equipment that Grasshoppers Tennis has been so instrumental in promoting.

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EXAMPLE FOR PRINCIPLE 9: PROVIDE AN APPROPRIATE AMOUNT OF ACTIVITY

8M8S

The Issue

In 2011, Waitakere secondary school students had some of the lowest levels of participation in organised sport in New Zealand. Sport Waitakere didn't assume these non-participants simply weren't interested in sport, but that perhaps the sporting opportunities being offered were not catering to their specific wants and needs.

To investigate what the participation barriers were, Sport Waitakere conducted a survey of over 3200 students and found out what they liked or wanted from sport. The main reason young people liked playing sport was because it gave them the opportunity to have fun with friends.

The Solution

Sport Waitakere discussed the findings of the survey with the Auckland Council and a number of National Sports Organisations (NSOs) including Cricket NZ, AFL NZ, Basketball Waitakere, and Netball Waitakere. As a result, a social sport concept called 8M8S was created, which would better meet the needs of current non-participants.

Put simply, the 8M8S programme focuses on students who don't 'belong' to a sport, or are less skilled and experienced, by offering modified versions of various sports in a more social setting. Held once a week and after school, games only take 20 minutes and are held within walking distance of the school. Food and music add to the social atmosphere.

The programme has proven popular, particularly because 8M8S provides a new social opportunity where young people can try sports for the first time without having to sign up, practice, or commit to something that they're not sure they will enjoy in the first place.

Students who already belong to sports teams are excluded from playing, but they are welcomed and trained as student leaders, and can be involved by planning the sessions and coaching. This way, the competitive pressure is removed, participants are of a similar ability, and the sports are more informal, welcoming and fun.

The Result

A number of Waitakere secondary schools have now signed up and been part of 8M8S. The programme has resulted in hundreds of 15 to 18-year-olds who were previously not involved in sport, now regularly playing.

A key factor contributing to the success of this programme was that Sport Waitakere took the time to consider the needs and wants of the young people, which was a central element to programme planning. This meant the programme was appropriate in terms of the frequency and duration of sessions, the level of challenge, and it respected the social motivations of students who took part.

In addition to the secondary school programme, Sport Waitakere has received funding from Auckland Council to implement a similar programme in the intermediate school setting. This will begin in 2014.



For more information:

To find out the details of how this programme was set up, how the community gets in behind it, and to further understand important lessons already learnt, contact:

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EXAMPLE FOR PRINCIPLE 10: PREPARE CHILDREN AND YOUNG PEOPLE TO COMPETE SUCCESSFULLY

QUEEN'S HIGH SCHOOL DUNEDIN

The Issue

It was important to Queen's High School (QHS) that their students were encouraged to participate in a variety of different sports codes, and other cultural opportunities. They wanted students to feel included, welcome and comfortable, in an environment that was fun. The school wanted to develop a positive sporting culture which might also encourage positive academic achievement as well.

The Solution

The school set up a number of accessible sports into an environment that isn't focused on winning at any cost, but instead encourages students to simply try different sports and have fun. This culture runs both inside and outside the classroom.

Inside the classroom a number of teachers are also trialling units of work that use sport as the context for learning. For example, language teachers use juggling, skipping and basketball dribbling to practice counting; some maths teachers use NBA basketball statistics, and also running a maths Olympics to teach measuring and estimating; some English teachers are using the Olympic values to get students to reflect on their own values.

Outside the classroom, the school ensures there's plenty of variety. At the beginning of the year a Sport and Culture Expo is held, where students can experience a large number of activities. QHS do this with the belief that it's only through opportunities being presented that students can discover what types of sports they enjoy best.

As the year proceeds, students can participate in several different sporting codes, with a choice of 25 core sports, a further nine that have curriculum-based components, and an additional nine that are available if there's enough student interest. The sports are also supported by a strong group of dedicated teaching and community personnel.

Roy Shanks, who is the Chairman at QHS Community Sports Council, says some other high schools force students to make choices about which codes they'll participate in, sometimes before those students are ready or before they really need to make a decision. He says while this may be well intentioned, it can be focused more on the needs of the school and sports administrators, rather than on the needs of the students. Kids don't need pressure to participate forced on them by their families or their coaches.

"While Queen's gives students a lot of sporting choices, we're also very strong on sportsmanship and respecting rules. We've found that students engage better when the boundaries around what they're doing are clear," says Roy.

"We set guidelines about what's acceptable both on the field

and on the sidelines. This applies to spectators too. Bullying is unacceptable and happens in lots of different places. We're keen to develop a sports culture and playing environment where there is no bullying, as this is completely the opposite of the sense of fun and enjoyment we want to build into our programmes.



"I've had experience with 'sideline parents' both as a spectator and as a referee. It's sad behaviour. Children hear it and feel it. It embarrasses them. It often happens when parents have hard-out opinions about their child's abilities, and they don't recognise or value the social and sharing elements of team sports.

"This is starting to change. Attention brought to this behaviour is making a positive difference. It gives other parents the authority to stand up and say something to those who go too far," Roy Shanks says.

The Result

Since the Sport and Culture Expo QHS has found their summer sports teams doubled. Roy says the school has also been getting positive feedback from people outside the school. "The school's mission is about igniting fire and passion for learning and life, and its approach to sports is consistent with that.

"Participating in and enjoying sport will encourage children to continue in sport. It's also a key builder of a lot of other skills that will serve them well in later life."

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