

# **GREATER MANCHESTER SCHOOL GAMES VIRTUAL COMPETITIONS**



GREATERSPORT



**SCHOOL  
GAMES**

# GUIDANCE PAGE

## ABOUT

The Greater Manchester School Games Network have worked to develop a selection of virtual competitions for schools and young people from across Greater Manchester to access. The competitions are designed to promote physical activity, support the health and well-being of all young people and enable access to an appropriate level of competition to feel a sense of achievement.

### The Greater Manchester virtual competitions aim to:

- Inspire children & young people to have the confidence, competence and knowledge to reach their potential and to live a healthy and physically active life.
- Promote health and well-being in individual young people, whole classes and the whole school community.
- Allow children to consider their physical, social, thinking and healthy me and how these different aspects support them in life, competition, sport and physical activity.
- Provide a meaningful and appropriate level of competition to allow all young people to take part and feel a sense of achievement.
- Encourage personal challenges to allow every young person to improve their performance.

The competitions also encompass the six school games values of honesty, determination, teamwork, self-belief, respect and passion.



## WHEN CAN I RUN THESE COMPETITIONS?

Competitions can be run whenever works best for your school setting and timetable; during PE lessons, after-school clubs or in a specific competition schedule.

These resources are designed to be flexible so if you wish, you can adapt them and use them internally to suit your school; this may be with a small group of students, a year group or a key stage. How to enter each competition is detailed on the individual competition brief. In the spirit of

fair competition if you are competing against other schools, please endeavour to abide by the outlined guidelines and rules including the number of participants per team. However, where you are using the competition briefs internally please feel free to use them in a flexible fashion that works for your school, in this situation there are also no restrictions on the number of participants.

## ENSURING S.M.I.L.E.S.:

Safe, Maximum participation, Inclusive, Learning, Enjoyment, Success

### Key considerations when running your virtual competition:

- The young person's motivation, competence and confidence are at the centre of the competition.
- The focus is on the process rather than the outcome (on the learning and values development of the young person rather than the result).
- The environment is safe and creates opportunities to learn and maximise social development.
- The facility and the environment that is created for the competition reflects the motivations, competence and confidence of the young person.

## HEALTH AND SAFETY

### Key considerations when running your virtual competition:

- Government Guidelines should be followed throughout.
- Ensure equipment is cleaned following the competition or after each use if being shared.
- Area being used should be risk assessed by the school before any activity takes place.
- Pupils will complete challenges in their own space, where space is shared, such as targets, pupils should maintain social distancing whilst awaiting their turn.
- No jewellery to be worn.
- All loose clothing to be tucked in.
- Long hair tied back.

# VIRTUAL GYM FITNESS COMPETITION

**Age group:** Key stage 3 and 4

**When?**



## Learning outcomes



**Physical Me:** developing skills, confidence and competence in fitness related activities.



**Social Me:** opportunity to work with my peers to develop skills, promote understanding and exchange feedback on my performance.



**Thinking Me:** developing awareness and understanding of what went well and what I could do to improve my own, or my team's, performance.



**Healthy Me:** contributing towards my 60 minutes of recommended physical activity a day as well as making me feel good and improving my concentration and learning.

## School Games Values

The challenge also provides a focus on three of the School Games Values of:

**Determination, Self-Belief and Honesty.**



## Rules and Format

- Students will compete in four separate challenges, scoring points within each challenge to provide a total.
- Each student should have two attempts to create their best total, preferably with some practice in between attempts, as we will also be recording the highest improvement.
- Boys and girls scores to be recorded separately.

## Scorecards and Recording Results



## Equipment and Resources

- **Challenge One:** flat markers / cones, stopwatch.
- **Challenge Two:** standard gym bench, stopwatch.
- **Challenge Three:** standard gym bench, stopwatch.
- **Challenge Four:** stopwatch.

## Alternative Resources and Space

- Markers can be replaced with chalk markings or anything to show a start and finish point, just ensure the object will not be a slip or trip hazard if stepped on.
- Where a bench can't be used, a chair of any kind can be used to support a tricep dip movement, for step ups, a curb or any kind of step can be used.



## CHALLENGES



### CHALLENGE ONE – 10M SHUTTLE RUN

- Place the 2 markers/cones 10m apart.
- Each student has 60 seconds to complete as many shuttle runs between the two cones as they can.
- One run is counted each time a cone is rounded, which is worth 5 points. Students must go around the cone at the end of each shuttle. Only fully completed shuttles count when the time is up.

#### Key points

- Try and stay as close to the cone when turning to ensure you aren't running extra distance and using more time.



### CHALLENGE TWO – BENCH DIPS

- Each student has 30 seconds to complete as many bench dips as possible.
- Starting in the up position, one dip is completed by dipping arms down to 90 degrees at the elbow.

#### Key points

- Sit on bench, hands overlapping the edge of the bench, fingers forward.
- Legs straight with heels on floor, arms straight, slide forward off the bench.
- On the word go / whistle, dip arms to 90 degrees and then straighten. Keep legs straight.



## CHALLENGE THREE – STEP UPS

- Each player has 60 seconds to complete as many step ups as possible.
- Starting with both feet on the floor, step up first with one foot, then the other so both are on top of the bench at the same time. Then step down with original foot first, then the other so both are back on the ground. That completes 1 step up to record towards the score.

### Key points

- Try to maintain balance and rhythm.
- Try to stay on the balls of your feet to help push you back up quickly.



## CHALLENGE CHALLENGE FOUR – PLANK

- Students score points depending on the length of time the plank position is held.
- The test is over when the student is unable to hold their back straight and hips are lowered.
- 10 points: Less than 20 seconds.
- 20 points: 20 – 40 seconds.
- 30 points: 40 – 60 seconds.
- 40 points: 60 – 80 seconds.
- 50 points: 80 – 100 seconds.
- 60 points: 100 – 120 seconds.
- 80 points: 2 minutes or more.

### Key points

- Lie on front, forearms on the floor.
- Elbows underneath shoulders, push up until arms are 90 degrees at the elbow.
- Feet hip width apart, body in a straight line, head facing towards the ground.

## Leadership opportunities

In school young leaders could be utilised to co-ordinate and run each challenge station, monitoring participants, maintaining safety, timing, scoring and recording results.

## Culture Challenge



## Recognition and rewards



## Further opportunities and resources

