



Team Spirit Godwin Junior School & St James Junior School



A project that encourages partnership working between schools
across curriculum areas.

Publication and curriculum resources
designed and written by Ruth Lydall
Email: Ruth.Lydall@newham.gov.uk

For details of Stratford City Education Project contact:

Ruth Lydall
Stratford City Education Development Officer
Email: Ruth.Lydall@newham.gov.uk
Website: www.newham.gov.uk

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Foreword – Stratford City Education Project

Stratford City Education Project aims to ensure all young people of Newham are informed of the regeneration employment opportunities in their borough. This is done through young people accessing relevant learning resources, engaging with employers that develop their entrepreneurial flair and inspire them to fulfil their potential and address the economic well being agenda.

The Stratford City Education project seeks to use the development of Stratford City to increase the awareness of young people of:

- The regeneration of Stratford, in particular Stratford City, the Olympic Village and the Olympic Park
- The future employment opportunities that will be created over the next 10 year, in particular in construction, retail and in the commercial sector
- Opportunities in the world of work and related sectors of employment
- Their own potential and economic well being

The key aims of the project are to:

- Involve key employers in developing a range of educational resources that are transferable across curriculum areas
- Embed these resources within the curriculum to enrich and inspire the learning experience of young people
- Raise self confidence and aspirations among young people

Godwin Junior School & St James Junior School – Context

Godwin Junior School and St James Junior Schools are chosen partners working with the Stratford City Education Project to develop and pilot curriculum resources and to encourage young people to explore opportunities and pathways in the world of work.

Godwin Junior School have previously completed a successful Stratford City Education Project working with Year 6 students. Godwin & St James Junior Schools are keen to develop partnership working as they are managed by Executive Head Teacher, Nina Panayis. This project was the first to work with one year group across the two schools.

Year 4 students at the two schools worked on a five week project entitled Team Spirit. The project was cross curricular and the final outcome was a sports day and celebration event. Young people worked in teams across schools in six key areas – an organising committee, research, model making, and advertising, film making and coaching. The students had a degree of choice in team selection and were able to develop skills in their chosen field.

Project Aims

- (a) Enrich the learning experience of young people to achieve the highest possible standard
- (b) Engage young people in dialogue with outside businesses and agencies
- (c) Raise expectations and self confidence to seize the opportunities arising through regeneration in Newham.

All students worked in small groups in their chosen teams to produce work which linked to the sporting theme.

Project Outcomes

- All students to be aware of Stratford City and understand where it is being built
- All students to use creativity to express their ideas
- All students to contribute to their team
- All students to be involved in the final team spirit sports day
- All students to work as part of a team
- All students to work with external parties
- Most students to understand how Stratford will look in the future
- Most students to produce a tangible product from their work e.g.

- a model
- Most students to be able to speak about the project
 - Some students to speak about the project at the Stratford City Education Showcase
 - Some students to record a song about Team Spirit

Resource development validated by Godwin & St James teachers and tailored to their curriculum delivery. Godwin and St James teachers worked independently with their teams on a variety of activities which enriched the project. The project encouraged cross curricular work and met curriculum standards in Design, PHSE, PE, ICT, Literacy, Science and Art.

Uptake 160 Year 4 students at Godwin Junior School & St James Junior School were engaged on the project working with their peers on different activities. The children worked collaboratively in groups. At the beginning of the project the students had an introduction from the Stratford City Education Development Officer. Additional support was provided throughout the project by Westfield, Nicola Tree – a local artist, The Natural History Museum, Lukas from the School Sports Partnership, Pete Fallon – film maker and Jumiah – graphic designer. In addition some of the students went to the natural history museum.

Wider dissemination through existing teacher networks, events and through websites such as NEBP, TES and Stratford City Education Project website. The project was exhibited in the Stratford City Education showcase on 26th June 2009. This project has also been presented at a national conference focusing on Primary Projects in November 2009.

Introduction to the project

St James Junior School & Godwin Junior Schools are based in Forest Gate in London. The two schools are managed by an Executive Head Teacher Nina Panayis. The Deputy Head teachers of both schools expressed an interest in working on a project with Year 4 pupils from the two schools. It was decided that the two schools should mix and the young people could pick teams and activities that they were interested in. Each team would be located at one of the two schools and a year 4 teacher would be managing them. The young people would have to travel between the two schools as required.

All of the teams would have some input from outside agencies to give the project an element of work related learning and help the young people develop key skills. By working with students from different schools and classes it was hoped that team skills would be developed. In addition, as the young people were working with new peers communication skills were also developed.

The project ran over 12 morning sessions. The final celebration of work was held on the 1st July and was a sports day focusing on team working and therefore entitled "Team Spirit". After the sports day the students and teachers returned to Godwin School for a celebration event.

Session 1

The project was launched on Tuesday 2nd June at St James Junior School. All Year 4 pupils from St James & Godwin Junior Schools assembled in St James Hall for the morning session.

Jon Watson, Westfield, gave an inspiring talk to all of the young people about the changes occurring in Stratford, specifically Stratford City. The students then asked questions to Jon who was able to help them understand what would be happening in the local area. This talk gave a good introduction to the project helping to set the context.

After Jon's talk, Ruth Lydall (Stratford City Education Development Officer) spoke to the young people outlining the project. She detailed what the students would be doing over the five week project and spoke about the 1st July, which was to be the grand finale of the project – a sports day followed by a celebration event at Godwin School. Ruth spoke about the six different teams that students could apply to be in and explained what skills the young people would need for each team and briefly what they would be doing.

All of the young people were then asked to fill out a simple application form, see appendix. This application form allowed the students to decide which team they wanted to work in and answer a number of multiple choice and longer questions to enable selections to be made about team allocation. Teachers and teaching assistants were on hand to assist the young people with the completion of the forms.

At the end of this session all of the forms were taken in and the students returned to their classrooms. In their classrooms the young people started to think about healthy eating with their class teachers, as a link to healthy schools.

Session 2

The second session was spent at the students normal schools. The young people researched a variety of different sports and started to think about the link between exercise and well being. They produced art work which included images of their favourite five sports to be displayed in the hall at the celebration event.

This session linked to healthy schools and work that the young people had previously done and helped reinforce healthy eating and exercise as positive life choices.

Session 3

The third session saw the young people being allocated their teams. All of the students choices had been entered into a spreadsheet and then they had been allocated into the six teams. Most of the young people got their first or second choice team. The Year 4 teachers checked the team lists prior to the session to ensure that no children were in teams which would be unsuitable for them. During the allocation students were given a sticker with their name, team and school location on, this meant it was easy to identify where students were meant to be situated.

Each of the six Year 4 teachers were responsible for one team, three of the teams worked at St James and three at Godwin. During this session the teachers and young people went to the team and school they had been allocated.

When the teams arrived at their "host" schools the teachers played a getting to know you game and the young people met the other students in their teams.

Sessions 4 – 12

Each team was responsible for different things and had different objectives. All the teachers for each team were given an overall brief about what they should be doing and ideas about potential activities, which they could modify as desired:

1. Advertising Team:

This team were responsible for producing and critiquing adverts

Session 4:

Students were introduced to adverts and how to make good adverts by Jumiah – graphic designer

The young people attended a work shop with Jumiah – graphic designer. Jumiah spoke about his job, showcased his work and then showed the students how to make adverts on the computer

This session allowed the young people to understand what a Graphic Designer does and how they could work in a professional capacity in the advertising field. They were also able to see examples of Jumiah's work which acted as a reference point for their work and provided inspiration.

Session 5:

The young people had a second workshop with Jumiah, this was a more practical workshop as they were able to use their ideas from the previous session and implement their own adverts. Jumiah helped students with their individual adverts for Team Spirit and the showcase. The students worked on computers developing their adverts.

Session 6

The focus of the session was to complete the adverts that the students had been working on using the computers. If the students completed these adverts to a satisfactory standard they then looked at creating adverts using different media – for example using felt tips and pencils.

Young people working on their laptops creating adverts



Session 7

The young people designed badges for the different teams to wear on the 1st July. The young people worked in small groups to create and design badges for the different teams

Session 8

The young people completed the badges that they had been working on in the previous session. This session allowed the young people to develop their analytical skills: they said what they liked and didn't like about adverts, selected audiences for adverts and created an advert for a specific audience.

Session 9

The students worked in groups developing a short advert for Team Spirit. The young people created a story board or sequence for the advert. These adverts could potentially be filmed by the film group.

Session 10

The students practiced the advert for potential filming. The young people were introduced to the idea of a press release and shown examples of a press release. The students worked in groups to write a press release for Team Spirit.

Session 11

The students practiced their adverts for potential filming and to show parents at the celebration event on the 1st July. They completed any unfinished work. The young people prepared a presentation on what they had done and their experiences of the project.

Session 12

The young people were involved in the final preparations of work for display on the 1st July.

2. Filming group

The filming group were responsible for producing a film about the project and documenting what went on.

Session 4

The students watched Stratford City Films which have been produced during other projects. The young people started to critique the films expressing their likes and dislikes. Students worked in groups producing a "thought shower" of what they would like to include in a film about team spirit.

Some of the students talked about their favourite film and what they liked / what they did not like.

Session 5

The young people were introduced to what a blog is – idea that it is online and on the MLE for the learning community from schools all over Newham can access. The students were given examples of blogs to view. They started writing what they had done so far to add to the blog. The students were introduced to the digital cameras and had the opportunity to take photos of themselves and get used to using this technology.

Session 6

The students worked alongside Pete Fallon with apple Mac software looking at creating a film of the project. Some of the students were selected to go with Ruth Lydall (SCEDO) to take photographs of the project and the different teams providing evidence of the learning that was occurring.

A student using a digital camera



Session 7

The students updated their blogs with details of what they had been doing. The young people looked at clips of films and identified the genre or type; this led to a class discussion of why they are different. The students looked at photos and described what they liked / disliked and what they could see in the photos. From looking at the photos they produced art works and drawings

A portrait of a student taken by digital camera



Session 8

The students worked alongside Pete Fallon with apple Mac software to look at creating a film of the project. Some students were selected to go with Ruth Lydall (SCEDO) to take photographs of the project

Students use their digital cameras outside



Session 9

Students updated blogs and took photos of the project. The young people printed out the photos taken so they could make a collage to display. Some of the students wrote up a Power Point presentation detailing what they had done in the project.

Session 10

The photographs taken were downloaded. Students selected their favourite photos and then wrote some information about them including their likes and dislikes and what it represented. The young people created a caption and information for their favourite photograph for display.

Session 11

The students continued to work with Peter Fallon completing their films. Other students completed a Power Point presentation on what they have done to show for the next session.

Session 12

The young people were involved with final preparations and completing their presentations.



3. Research Group

The research group were responsible for finding out about different sports and athletes. They looked at how the body works and went on a trip to the Natural History Museum.

Session 4

Students used the internet to find out information about their favourite sports people (excluding footballers). They built up a profile including a picture, personal details e.g. name, age, and information about the sport this person practised and their key achievements. The profiles were printed off and put into a display folder (provided by SCEP) for the final presentation

Session 5

The young people used the internet to research how the human body works. The students were introduced to the structure of the human body and looked at images of the human body before a class discussion about the images and how it all works. Students produced fact sheets included a diagram and some text with help from the following websites:

<http://www.bbc.co.uk/science/humanbody/>

<http://www.educationict.org.uk/bpt/humanbody.htm>

Session 6

The students completed the fact sheets on the human body. The fact sheets were stored in another folder

Session 7

Students used the internet to research all the different jobs that use sport or leisure. The class created a large spider diagram showing the different jobs. The young people created an advert for one of the jobs

The students used the following websites:

<http://www.uksport.gov.uk/vacancies/>

<http://www.leisurejobs.com/>

Session 8

The students prepared for the Natural History Museum trip, they looked at the Natural History Museum website. They started to think about what they wanted to find out – e.g. the human body which could add to their fact files

Session 9

The students went on a whole day trip to the Natural History Museum. They went to the Human Biology exhibitions which enabled them to find out how the body works and use this to supplement their learning in class.

Session 10

The young people discussed what they had found out at the Museum and wrote up their findings. They added to the fact files and information they had previously collected.

Session 11

The students completed the work in the folders – sports profiles, the human body and job profiles. The young people prepared a presentation showing their work throughout the project.

Session 12

The young people completed their presentations and the work they had done over the last eight sessions. The students did a show and tell with the rest of the group talking about the different sports people they had chosen to write about.



4. Model Making Group

The model making group worked with a local artist to produce models of sporting venues

Session 4

Students decided which their favourite sport was. The young people produced pictures of people playing their favourite sport. Some of the students produced paintings of their favourite sport

Session 5

The young people worked with Nicola Tree, an artist. Nicola shared a Power Point with the students, which had images of different stadiums. The children drew pictures of their ideal stadiums based on the Power Point. There was a "show and tell" of what the students had done. The young people were put into groups depending on which stadium they had chosen to draw. The students made models of the stadiums as a group, using plasticine.





Session 6

The young people began to investigate things in the stadium and around the stadium – e.g. athletes, seating, boxes, shops, food outlets. They made drawings based on their ideas. They used paper clay to model people / trees and landscaping. The students worked with Nicola Tree, the artist.

Session 7

Each group of students was given a board to be the base for their stadium. They painted and landscaped the boards. The students completed the model spectators out of paper clay and painted them if they were dry. They made signs for the stadiums.

The materials used were paint, boards, lollypop sticks, tissue paper and cotton wool for trees etc

Session 8

The students worked with Nicola using junk modelling to create their own stadiums. Junk modelling uses recycled materials such as cereal packets and toilet roll holders which are combined together to create 3D structures.

Session 9

The young people continued to work with Nicola on junk modelling to make their stadiums. Some of the students started to decorate their stadiums.

Session 10

The students decorated their stadiums. The students created art work for the hall and for display.

Session 11

The students finished off decorating the stadiums. The young people made a Power Point presentation on what they had done during the project. Some students wrote about their design choices for their specific stadiums

Session 12

The young people worked on final preparations for their display of work.



5. Organising Committee

The organising committee were responsible for the smooth running of the event and liaising with the other teams.

Session 4

The young people were introduced to business structures and the idea of different jobs and roles within a business. The students chose job roles in a business e.g. the managing director, someone in charge of marketing, operations, finance etc. The young people decided who would be responsible for which job.

The students identified what they thought needed to be done – e.g. decorating the hall, inviting the parents etc. Students then wrote up deadlines for each of the jobs and allocated the jobs to different people. The young people started to produce a time line of events / activities that needed to be completed.

Session 5

The students designed and prepared the invitations for the event. The young people created a list of people to send out their invitations. They completed the time table of activities and gave a copy to all of the teams.

Session 6

The young people visited other teams and checked their progress in terms of meeting deadlines. The students continued to compile the guest list for the 1st July. The students had the opportunity to visit Forest Gate Community School and speak to some Year 9 students who helped to run an event at the school and get some advice – they were also able to meet a businesswoman who gave them some additional advice at Forest Gate Community School.

Session 7

The students visited the other teams and checked their progress with meeting deadlines. The young people sent out the invitations for the 1st July. Some of the young people created a competition for people attending on the 1st July.

Session 8

The students visited the other teams and checked their progress in that they were meeting deadlines. The young people monitored the RSVP's. The students prepared for their trip to the Natural History

Museum. The young people looked at ordering T-shirts for the 1st July; they selected suppliers and decided on the costs and sizes of T-shirts needed. The T-shirts were ordered according to these specifications.

Session 9

The students went on a day trip to the Natural History Museum. They went to the Human Biology exhibitions, which enabled them to find out how the body works and use this to supplement their learning in class

Session 10

The students visited the other teams and checked their progress in terms of meeting deadlines. The young people prepared for the next session – students attended the morning session at Forest Gate School for Stratford City Education Showcase, where they talked about the project. Young people created a Power Point presentation on their involvement and contribution to the project.

Session 11

The organising committee attended Forest Gate Community School for the Stratford City Education Project Showcase event. The students helped to set up the Godwin / St James school stand. The students talked about their project. The young people showed examples of work from the project. Some of the students performed the "Team Spirit" song in front of the delegates.

Session 12

The young people were involved with final preparations for the 1st July.

6. Coaching Team

The coaching team focused on learning the different sports that the students would be participating in on the sports day. They worked together to refine and perfect their technique.

Session 4

The First half of session saw students looking at the different sports they would be involved in at sports day; they looked at skill development for each sport. The young people practiced

running. They worked in groups of two or three to help demonstrate technique and best practice for running.

Session 5

The School Sports Coordinator, Lukas, attended this session. The students looked at skill development needed for rounders; they looked at videos of students playing rounders and discussed best technique. The young people then played rounders. The students evaluated their own performance in their groups of three and physically showed how they could improve.

Session 6

The students looked at skill development needed for Javelin; they looked at videos of students throwing Javelin and discussed best technique. The young people threw the Javelin. The students evaluated their own performance in their groups of three and physically demonstrated how they could improve

Session 7

The students looked at skill development needed for hurdles; they looked at videos of students running the hurdles and discussed best technique. The young people then ran hurdles. The students evaluated their own performance in their groups of three and physically showed how they could improve

Session 8

The students looked at skill development needed for basketball; they looked at videos of students playing basketball and discussed best technique. After they played basketball they evaluated their own performance in their groups of three and physically showed how they could improve

Session 9

The students looked at skill development needed for shot put; they looked at videos of students throwing the shot put and discussed

best technique. The young people had an opportunity to throw the shot put. They students evaluated their own performance in their groups of three and learning improvement techniques.

Session 10

The young people practiced activities for the sports day on 1st July. They worked in groups of three coaching each other on the activities and improving their technique.

Session 11

The young people prepared a Power Point presentation summarising the previous sessions. They included photos of themselves demonstrating key skills. They completed their diary to evaluate the project.

Session 12

The students prepared the final materials for the celebration event. They completed their presentations and diaries.

26th June – Forest Gate Community School

On the 26th June Stratford City Education Project hosted a showcase event at Forest Gate Community School. This event was attended by schools that had completed Stratford City Education Projects and businesses, local Councillors and the wider educational community.

Children at Godwin & St James School attended on the day; they performed a song that had been written with Jenny entitled “Team Spirit” to the rapturous applause of all delegates. The young people also spoke about this unique project.

Students practising for their final performance



Sports Day – Wednesday 1st July

The end of the project was celebrated with a Sports Day held at West Ham Park. All of the children were put into one of ten teams and were given coloured T-Shirts. There were ten separate events at the park:

1. Shot Put
2. Javelin
3. Football
4. 50m Sprint
5. 50m Hurdles
6. Obstacle race
7. Target shooting
8. Rounders
9. Egg & Spoon race
10. Discus

Each team had 10 minutes on each event. All the events were manned by members of staff or Sports Leaders from Forest Gate Community School. Each team had a score sheet and collected a score for their performance on each event. The score was out of 10 and marks were given for how well the young people worked as part of a team – the criteria included: good sportsmanship; attitude towards the event; attitude towards peers, effort given to event and encouragement given to peers. At the end of the day the winning teams were announced and won certificates and prizes. All of the participants received certificates.

The day was organized in conjunction with the School Sports Coordinator – Lukas and the Sports Leaders from Forest Gate Community School.

Celebration event.

After the sports day parents & guardians were invited to Godwin Junior School for the celebration event. Examples of student work from the project were available for parents to view. The young people performed the team spirit song and enjoyed refreshments after a hard day of competing at the park.

Employers Feedback – Peter Fallon Film Maker

Peter Fallon is a film maker who worked with the filming group on this project.

What went well?

The teachers from Godwin were a lifesaver and I was able to delegate some tasks for them to carry out with their half class. The final event was excellent and had good representation from all groups. The time spans (half days) were about right.

What went badly?

The groups I could work with were way too big for the amount of equipment I had (12 max). The groups were not able to see anything through due to swapping over in the second day. The room was not suitable for 2 groups working on separate projects.

What would I do differently?

I would ideally focus upon a group of 12 pupils to create a final "product". This would be done over say 3 sessions and be well prepared with images, film footage gathered in advance. We would have access to hi-res press photos / videos rather than anything I have downloaded from Google images. We would have discussed a brief with pupils and each pair of pupils would work on their laptop for the duration of the project. Each pair would produce an animated presentation (like Power Point), video diary, audio recording and present it all on a finished DVD. We would publish to the Fronter MLE.

I think the sessions could have been a million times better if I had focussed upon a smaller group and worked more intensely with them rather than giving 2 halves of a group taster sessions.

Employer feedback – Lukas, School sports coordinator

I reckon the whole preparation of the sports day and the sports day itself went very well. Meetings before the sports day were ok, but the final meeting could not be attended by all parties, unfortunately the presence of all participating sides was ideally required as there was a lot of details to be discussed and arranged, these were confirmed at the meeting and disseminated to all.

I personally would welcome little bit more individual competition at the sports day. I like the idea of team spirit and collective competition, but the real life is not like that and I think it would have been better if good sporting individuals didn't get the opportunity to compete against each other. I think it would be great in the future to have one or two individual races, like cross country run, where the kids would get to try and see how real competition feels.

In general I was very happy to help organise the sports day within the FGCS cluster and the outcome was good. A large number of students participated and it was well organised and thought out. The cooperation of SSCO and Stratford city project representative was very good and on professional level.

Employer Feedback – Nicola Tree, Artist

The project brought two different school together, this worked very well all the children were respectful of each other and worked in mixed ability teams. The only problem encountered was the time for morning break which the teachers were unsure of causing minor disruption to the session.

This project was a great idea, all the children found something to add to their stadiums.

The age group chosen was right all the children had enough motor skills to produce interesting and articulate pieces of junk modelling.

The children's designs were well thought out and surprisingly functional, I had expected imaginary hi tech buildings which would involve new technology, but the shapes were very standard squares rectangles and circles.

Throughout their designs they thought about accessibility for disabled spectators, toilets, seating areas and snack bars. Another issue they picked up on was the weather and they tried to incorporate flexible roofs for their stadiums which would cover them during bad weather.

I thought the project was run really well by Ruth, there was plenty of room to add or take away ideas and the staff from both schools were enthusiastic and helpful.

Teacher evaluation

The children learnt a lot of new skills during the project and enjoyed their learning. They worked well as a group and it was not hard for them to settle down and work well with different students. The young people responded well to their peers from different schools and built new relationships.

In each of the separate groups the students developed new skills. In the photography group the young people all learnt how to use digital cameras and how to use Apple Mac computers.

In the model making group the young people developed their creative skills and worked collaboratively to complete their final models. They learnt the importance of team work as they all had a part to play in the construction of the final model.

In the coaching group the focus was on fitness and health. They learnt the importance of fitness and health for everyday life as well as fine tuning their athletic skills. The young people also developed stronger communication skills as they were able to describe and demonstrate key moves to their peer group.

In the advertising group the students benefited from working with a professional. They were able to use different media to create adverts and used constructive criticism of their own and their peers work.

In the research group the young people developed strong ICT skills, refining the use of the internet as a source of information. They displayed considerable maturity in working of their own initiative and were able to build strong team working skills.

The students in the organising committee worked as a group and in smaller groups to achieve their results. They were able to develop skills of delegation and communicated well with other teams. They had some difficulties meeting deadlines in the beginning which they were able to overcome towards the end of the project.

The final day on the 1st July was enjoyed by the pupils and they worked together as a team to get points which was positive. The two schools combined beautifully together and all the students were able to be involved in a range of different activities.

It would have been beneficial to have smaller groups and to have more time to complete the project. The students were very motivated and would have enjoyed working on the project over a

longer period. In addition, it would have been good to have more equipment, especially for the filming group if we had access to more video cameras and digital cameras it would have been more useful for all of the students.

The project would have been enhanced with more organisations between the teachers and the outside parties. It would have been good to have more resources to use. One way this could have worked is if each teacher was able to spend time planning the sessions with the person coming in to help, e.g. the artist could plan with the teacher in charge of model making. Due to time constraints this was not able to occur.

Overall the project was positive and developed stronger links between the teachers and students at both schools. The young People enjoyed the project and liked the exchange experience.

Student Voice

“In model making we made a stadium. We worked on laptops and wrote what our favourite stadium was and why, I said I liked the Barcelona stadium as it had good style. We bought in recycled stuff and we made a fact file on different sports. I learnt how to work in groups of four or five and how to make a building. I felt comfortable and relaxed and made lots of friends, no one was mean to anyone. I think we could make a bigger stadium”

“In the organising committee we were in charge of team spirit. We needed to buy equipment for the event. We made posters, managed money and made letters. Some of us had jobs and others were just in it to help out and do letters or posters. I did not learn much except for how to use the Argos website, I used to put in the catalogue number but now I just put in the items name. I felt bored at the start but when I got the role as treasurer I was overjoyed. I was enjoying it more and more each day. On the week before it was actually the event I was getting really excited. But I did not enjoy the event and didn't get to play football”

“In the advertising group a man came in and showed us how to make posters, he gave us a sheet of paper to draw a poster to invite them to the sports day. When we finished the poster we had to put it on Microsoft word. I customised mine by putting pictures of sports and fancy writing. In the end we made the team spirit badges which had the Godwin and St James logo combined. In team spirit I learnt how to make adverts and posters look more interesting and persuade or attract people to go to the sports day. The most important thing I learnt is how to work in a team and help other schools.

I felt happy to be part of team spirit because it inspired me to do stuff that you wouldn't think of doing in school because we hadn't ever worked with another school.

If team spirit carried on I would have liked to make my own adverts with a group of friends and liked the person from the go compare adverts to help us”

“In coaching we learnt how to do different sports. We learnt how to hold a discus. Coaching is a group where we learnt how to do some sports. First she showed us how to hold the object that we were using, or how to use it correctly. We were learning all these things to teach the other children how to use them and do these things correctly. We would teach them at the end of the experience. During this experience we learnt how to hold a discus properly. We also learnt how to control a football and other skills like step over and 360 degree turn. Another thing we learnt was athletics and how

to run correctly pumping your arms. We did some other sports such as rounders, basketball and tennis.

I enjoyed team spirit and I enjoyed my group. I am happy that I choose coaching. I liked athletics because it is fun.

If we had more time I would have liked to learn more sports like long jump”

“I enjoyed the project as I was able to work with people from different classes and schools so made new friends”

“First of all I was nervous to work with people that I didn’t know but in the end I found it really fun and learnt to work as part of a team”

“I felt that I was part of a big project and that I had the choice to work on things that I liked, like art”

“I enjoyed taking photos with the digital camera and seeing what other people were doing”

“I learnt how to work with others and think I am a good team player”

“I enjoyed working with Nicola (the artist) as she was able to give me good advice about how to improve my model”

“I liked it when we presented to the group about my work as I was able to get more ideas and became more confident at talking”

Stratford City Education Officer – Evaluation: **What went well?**

This was a very ambitious project and the students stepped up to the challenge. On the whole the students worked well together and the teams were able to achieve their objectives. The young people enjoyed working with new peers and were able to develop their team work and communication skills.

The final Sports day was a success and was well organised, with the assistance of the School Sports Coordinator. The students were well behaved and showed that they could work well as part of a team. At the sports day it was evident that many of the students had developed their team working skills over the course of the project.

What we would do differently next time:

The project was very ambitious and it would have been good to have more time to plan with the individual teachers so they were clear about what they needed to achieve within their teams.

There were some communication difficulties between the schools which could have been overcome if all teachers agreed to correspond via email, as originally agreed. Each school appointed a coordinator for the project, however there were sickness issues which further hampered communication. For future projects it may be appropriate to have an allocated back up person in case of sickness or absence.

Some of the teams didn't have as much outside input as others, if this was to be repeated it would be beneficial if all teams had an equal amount of external input.

The final products from all of the teams were of excellent quality and it would have been good if they could have been displayed for longer so the young people would have had more recognition for the value of their hard work.

