

**YOUTH  
SPORT  
TRUST**

Believing in every child's future

# Designing & delivering competitive school sport with the intention of achieving wider educational outcomes

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# Outcomes

- **SHARE** - Gain an understanding of the provision and purpose of enrichment and the role PE/Sport plays within our schools.
- **LISTEN** - Hear about competition development work taken from global best practice.
- **PLAY** - Experience competition designed to achieve wider outcomes

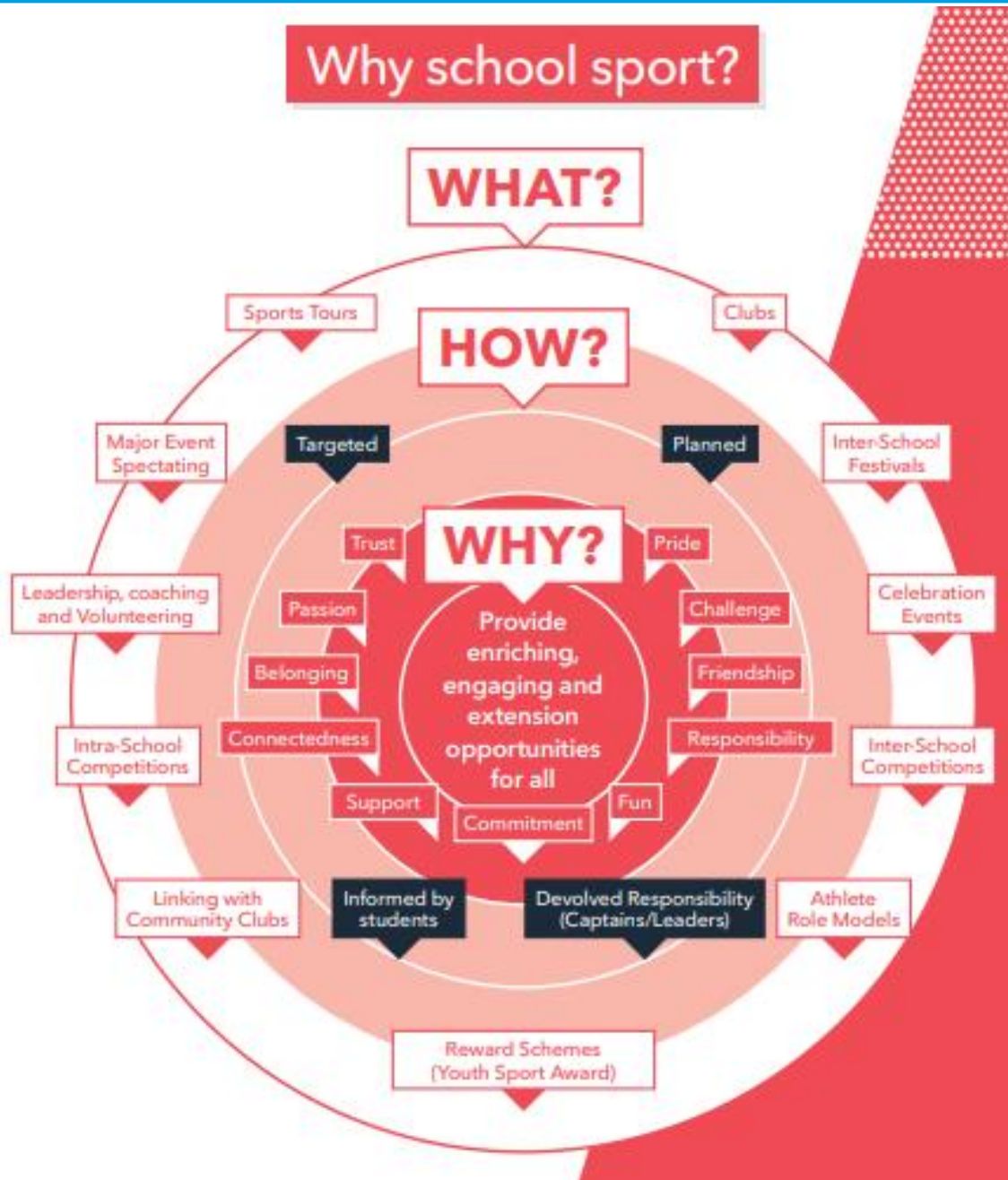
# Enrichment

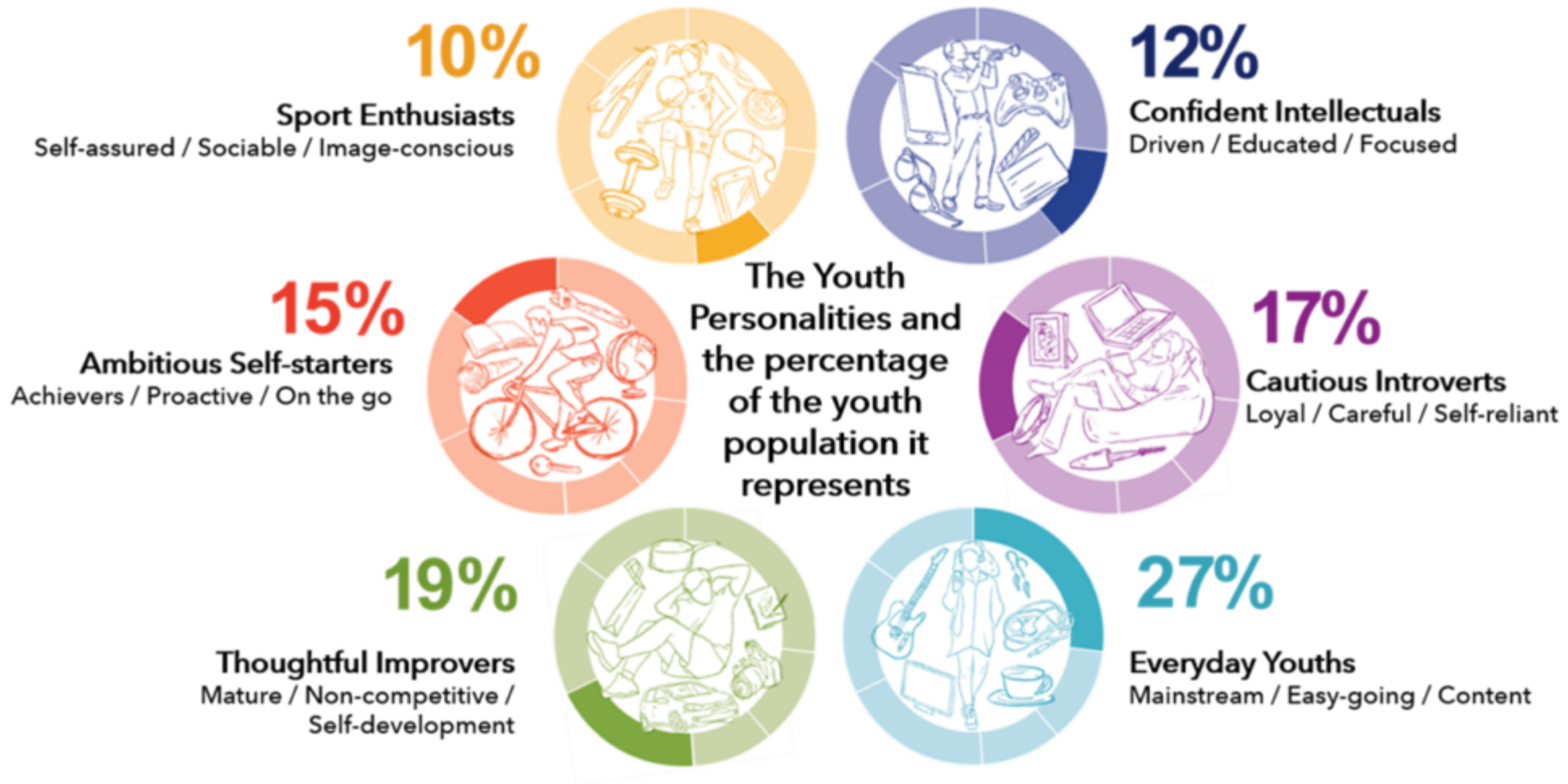
Activities or interventions that happen during and outside of curriculum time that seek to pursue academic or wider health and wellbeing goals through non-traditional means.

Normally these are activities that young people have choice in accessing.

# Reflection

- Who are PE/Sport Enrichment opportunities accessed by?





What do you like about  
school sport competition?

# Why do we do School Sport Competition?



Well done to the U14 Girls football team and the year 8 boys football team for winning their [REDACTED] [REDACTED] finals this week. The girls score was 6-1 and the boys was 5-0  
#winners #football 🏆🏆⚽🏆👍

Amazing first match back!! 9-0!!!!  
SMASHED IT! Well done [REDACTED]

[REDACTED] and [REDACTED] absolutely smashed their badminton doubles tournament today! They won all 8 games! Well done boys. @ [REDACTED] School

Success for the Cross Country squad at the [REDACTED] with winners medals for [REDACTED] in the seniors, [REDACTED] in the inters and [REDACTED] in the juniors

What a start to the [REDACTED] [REDACTED] tournament for these girls! They won every match only dropping 1 game on the way vs [REDACTED] School! The future is bright, the future is red and blue!

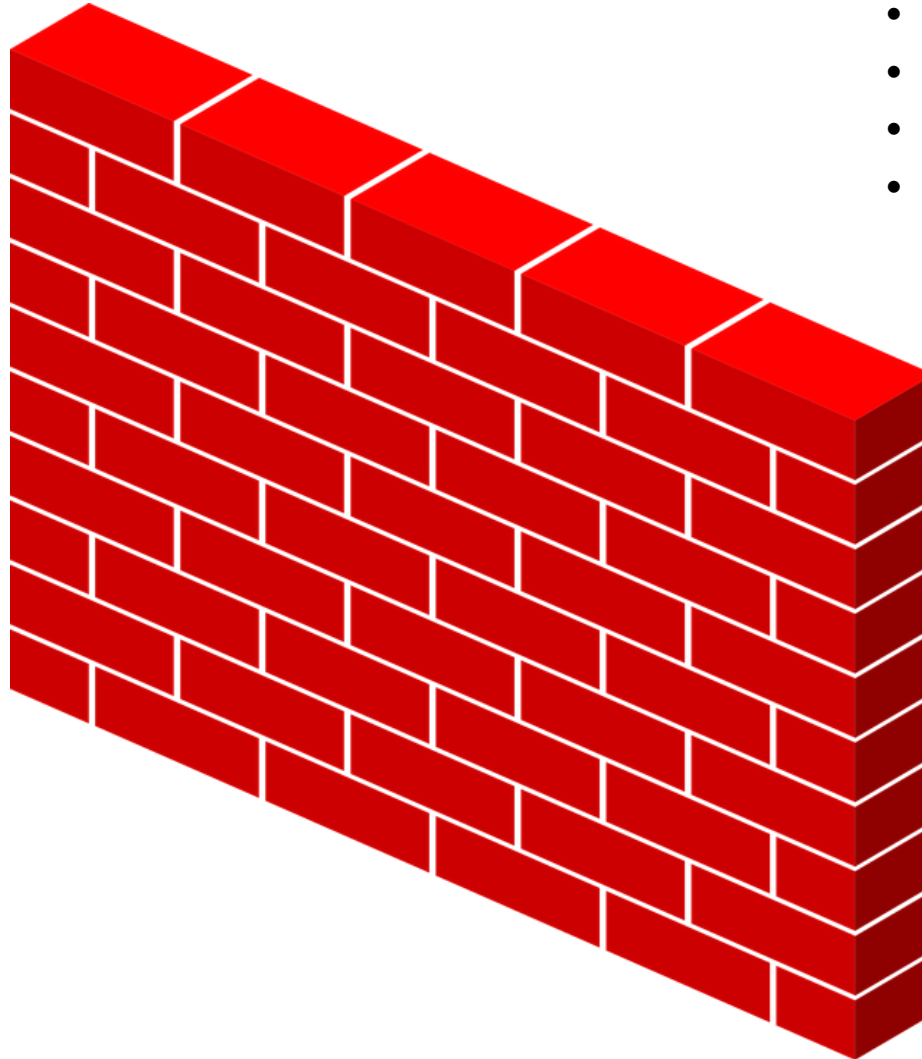
## Why School Sport Competition? (Intent)

- Opportunities to learn
- Opportunity for social development
- Young people see the benefit



## Planning for learning to happen (Implementation)

- Clear outcomes defined
- Young peoples motivation, competence and confidence



## Barriers to learning through competition

- Motivation
- Competence
- Confidence
- Behaviours associated with competition



## PRINCIPLES OF COMPETITION

- 1** The young person's motivation, competence and confidence are at the centre of the competition.
- 2** The focus is on the process rather than the outcome (on the learning and values development of the young person rather than the result).
- 3** Volunteers, leaders and officials are appropriately trained and display behaviours reflective of the nature of the competition.
- 4** The environment is safe and creates opportunities to learn and maximise social development.
- 5** The facility and the environment that is created for the competition reflects the motivations, competence and confidence of the young people and format of the competition.

## SMILES

If all the competition principles are followed, that should result in **SMILES**. Use the below as a check list:

**SAFE** participants feel physically and emotionally safe.

**MAXIMUM PARTICIPATION** participants are fully involved all of the time, i.e. not hanging around.

**INCLUSIVE** all participants can take part; activities are designed to suit and develop their abilities.

**LEARNING** participants develop personal, social, creative, thinking and/or physical skills.

**ENJOYMENT** activities recognise individuals' personal needs and interests.

**SUCCESS** participants feel they are making progress and getting satisfaction.

NB. While there isn't a specific letter for fair play, SMILES only happen for all participants if they feel a sense of fairness. Fairness underpins inclusion, enjoyment and success; it isn't just about 'rules'.

## SCHOOL GAMES MISSION

Keeping competitive sport at the heart of schools and provide more young people with the opportunity to compete and achieve their personal best.

## SCHOOL GAMES VISION

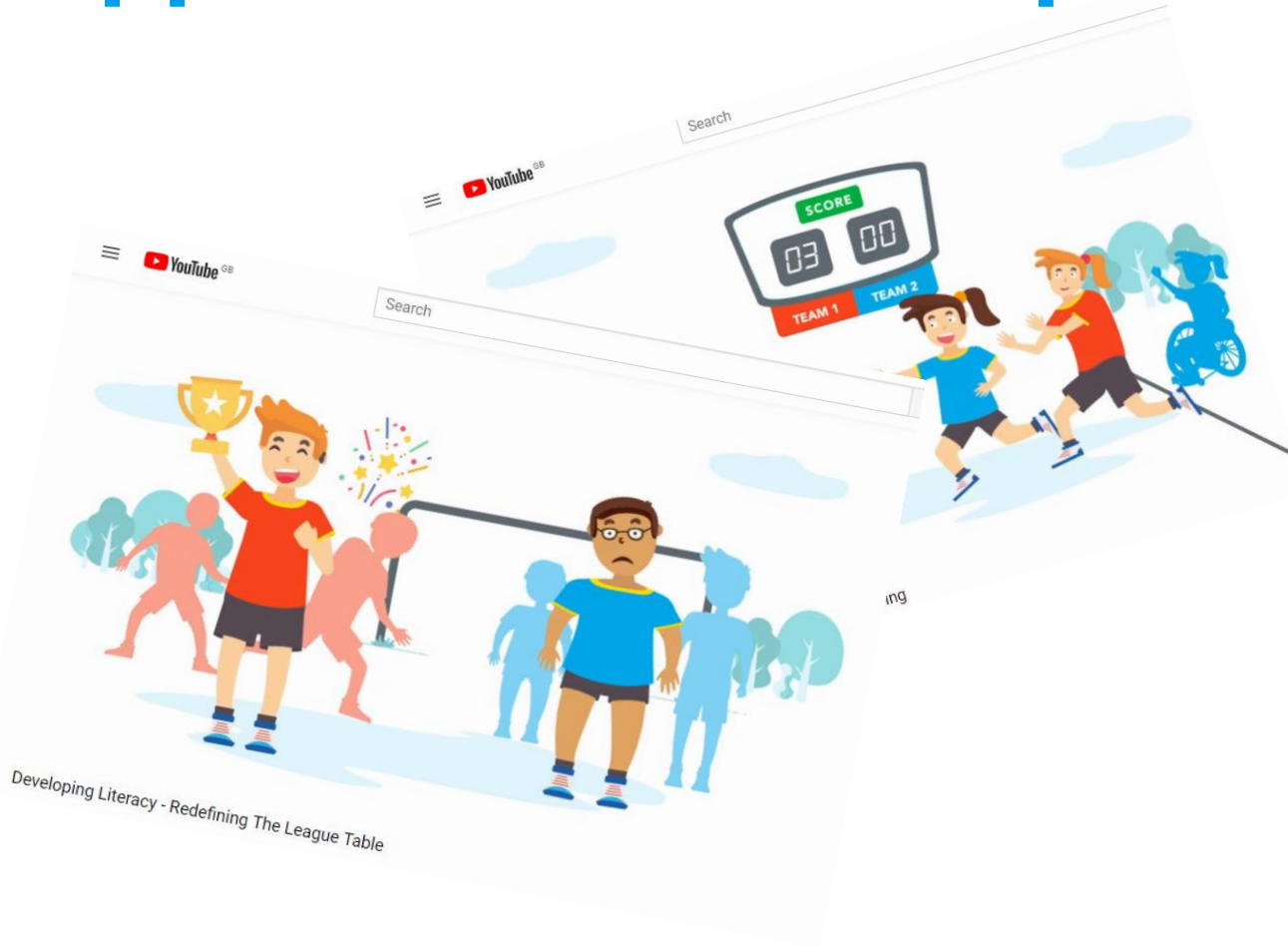
By 2020 the School Games will be continuing to make a clear and meaningful difference to the lives of even more children and young people.



# Themes of Different Approaches to Competition

- Theme 1: Widening the competition environment to develop character and life skills
- Theme 2: Adapting the scoring to develop different sport skills
- Theme 3: Adding fun elements to engage new audiences
- Theme 4: Widening the competition environment to develop health
- Theme 5: Adapting the format to increase motivation
- Theme 6: Considering age or maturity levels to support fair competition and foster social connections
- Theme 7: Using technology to develop physical skills
- Theme 8: Adapting the competition environment to support individual development in sport

# Approaches to Competition



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## Approaches to Competition



### THEME 1

#### Widening the competition environment to develop character and life skills

Young people do not always see or access the wider benefits from taking part in competitive sport. This theme shows that designing a competition around the process rather than focusing on the outcome (single measure of success) can help develop the children and young people's character and life skills. While we know the development of character and life skills can be benefits from taking part in sport, focusing on the design of a competition can make sure these elements are explicitly taught.

#### WHY

- It is often a barrier to some young people that the focus of the competition is on one single measure of success e.g. the winning team, the fastest time, the longest throw/jump etc.
- Insight from young people suggest that they value other outcomes rather than just winning such as enjoyment, skill development, being with their friends and improving their health.
- The development of life skills prepares young people for the opportunities, responsibilities and experiences of later life.

#### HOW

- By introducing self-refereed games enables young people to develop skills such as conflict resolution, leadership, communication, teamwork and empathy.
- Scores for players displaying great values and fair play are celebrated alongside the results. Ensuring these scores are regarded as highly as the results.
- Players learn life skills whilst playing and by introducing concepts such as self-refereeing and spirit scoring enables the development of life skills to be an intended outcome.

#### WHAT

##### Self-refereeing:

- Ultimate is a fast paced, non-contact team sport that is played with a flying disc (frisbee). The sport is refereed by the players themselves, even at World Championship level, according to a code of conduct known as 'the Spirit of the Game'. It places the responsibility of fair play on the players themselves. Players are responsible for resolving conflicts amongst themselves, and if they are unable to agree they resume play in a manner which simulates what would most likely have occurred if there had been no breach.

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<https://www.youtube.com/watch?v=Poqpp08bZGo>

Let's play!

But with a clear intention!

# Action Planning

What are you going to do differently?

Who do you need support from and/or influence?

When are you going to do it?