

# SCHOOL GAMES | NATIONAL SUMMIT 2024

Delivering change locally,  
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## Programme Overview

Time	Session							
08:30 - 09:20	Registration (Case study and NGB/NDSO zones will be open)							
09:20 - 09:30	Movement							
09:30 - 10:40	Case Study Live Lounge	NGB/NDSO/ System Partner Jamboree	TI 2	YE 1	YE 5	PL 2	PL 3	
10:40 - 11:00	Refreshments and Networking							
11:00 - 12:30	Keynote Address							
12:30 - 13:40	Lunch and Case Study Zone							
13:40 - 14:50	Case Study Live Lounge	TI 3	TI 4	TI 6	YE 2	YE 4	PL 1	PL 5
14:50 - 15:00	Movement and Refreshments							
15:00 - 16:00	Case Study Live Lounge	TI 1	TI 5	YE 3	YE 6	PL 4	PL 6	

## Session Strands

- **(TI) Tackling Inequalities** - Ensuring we reach those who need us most.
- **(YE) Youth Engagement** - Involving young people in creating their offer.
- **(PL) Physical Literacy** - Creating positive experiences.

## Workshop/Session Programme

The workshop/session programme within each strand has been designed using Bloom's taxonomy to meet the varying experience, knowledge, understanding, and learning styles across the network. You are free to select any session, but we have recommended sessions we feel will be most suitable based on the 'I can' statement that you feel best matches your current knowledge and experience (please refer to tables in each strand of the programme).

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## School Games Outcomes

We have positioned the workshop/sessions against one or more of the School Games outcomes to help you identify which session may be most appropriate for your needs. The School Games Outcomes are:

1. Advocate and position the delivery of the Chief Medical Officer's daily active minutes for all young people, as a universal offer to maintain and grow school engagement.
2. Ensure all competition has a clear intent and creates positive experiences based on the motivation, competence, and confidence of the young people that need support the most.
3. Have a clear focus on secondary school engagement and transition points.
4. Support the personal development of targeted young people through youth engagement and leadership.
5. Advocate and engage key stakeholders on the value of School Games to support local provision and improve the experience for young people and their families.

## Sessions

Session ID	Title	Synopsis	SG Outcome	Differentiation (Blooms level)
Jam	<b>NGB/NDSO/ System Partner Jamboree</b>	In this session, you will get a chance to collaborate with our wider School Games family of NGBs; National Disability Sport Organisations (NDSOs) and key partners in the school sport system to learn together about how we can collectively engage those young people that need our help the most. This session will include practical snippets along with networking opportunities on a rotating basis.	1, 2, 3, 4	I can analyse and apply
CSLL	<b>Case Study Live Lounge</b>	Learn from innovative practice shared by practitioners from the School Games network with a chance to apply it to your context through facilitated discussions.	1, 2, 3, 4, 5	I can analyse and apply



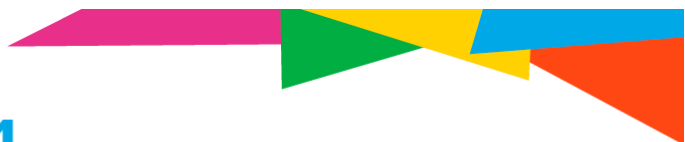
## Tackling Inequalities - Ensuring we reach those who need us most

I Can	Current Knowledge	We recommend you attend:
Remember	I can remember a range of inequalities that exist for children and young people in accessing the School Games.	TI 1
Understand	I understand the inequalities that exist for children and young people in the School Games and my role in addressing these.	TI 2
Analyse and apply	I understand the data tools and insight available to me and know how to utilise this to enhance my offer.	TI 3; TI 4
Evaluate	I feel confident in my role to tackle inequalities that exist for young people in my area and can evaluate where I need to focus.	TI 5
Create	I can create new opportunities through effective youth engagement to engage the young people in my area that need the most support.	TI 6

Session ID	Title	Synopsis	SG Outcome
TI 1	<b>Bringing the Principles of Competition to life through an NGB lens</b>	The RFU will share how they have aligned their new School Games formats to the Principles of Competition, engaging youth voice and leadership.	2, 5
TI 2	<b>Calling people in rather than calling them out: How to include those attending Alternative Provision education</b>	This session will share practical examples of how School Games Organisers have engaged local Alternative Provision schools in their School Games offer.	2,4
TI 3	<b>Key tips on how to communicate with young people pre, during and post School Games events to enhance their experience</b>	This workshop will share the communication challenges young people with SEND face, explore some common differences between neurotypical and neurodivergent communication, and provide takeaway practical strategies to make your communication more inclusive.	2
TI 4	<b>Data informed practice: an example of how to adopt an insight led approach</b>	This workshop builds upon the 'basics' from regionals, bringing to life a case study fuelled by data insight to target those in need.	1,2,3

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<p><b>TI 5</b></p>	<p><b>Creating equal opportunities in PE and School Sport</b></p>	<p>This workshop will bring to life both School Games Organiser and school examples of voice, choice, and journey to help schools achieve the new School Games Mark criteria connected to the equal opportunity agenda.</p>	<p>1, 5</p>
<p><b>TI 6</b></p>	<p><b>Active Sunnah for Young British Muslims</b></p>	<p>This mini keynote delivered by the Muslim Sports Foundation, will look at effectively engaging Young British Muslims in sport and physical activity through innovative and inclusive approaches.</p>	<p>1, 2, 3</p>



## Youth Engagement - Involving young people in creating their offer

I Can	Current Knowledge	We recommend you attend:
Remember	I can remember what youth engagement is and use that knowledge in my role.	YE 1
Understand	I understand the journey of youth engagement and in particular the youth voice element but I want to know more to help me in my role.	YE 2
Analyse and apply	I understand what youth voice tools are available to me and know which to use in different youth engagement environments.	YE 3; YE 4
Evaluate	I feel confident with youth voice and can evaluate my competence and confidence to co-design.	YE 5
Create	I am ready to co-design with young people and want to learn from other perspectives.	YE 6

Session ID	Title	Synopsis	SG Outcome
YE 1	Getting started with youth voice	Taking the first step with youth voice is the hard part, it's even harder if you are a new School Games Organiser with limited secondary engagement. In this workshop, you will hear some practical steps that a School Games Organiser has taken to engage secondary young people and to give them a voice in shaping their School Games offer. This session will build on all the work that we have done in the School Games around the Laura Lundy model. You will also hear directly from young people about the impact that it has had on them and what it looks and feels like from their perspective.	3, 4
YE 2	Who are you going to target?	In this workshop, you will hear from a School Games Organiser about how they have used data to identify which non-participating young people they need to engage in youth voice, and the approaches they have taken to give them a voice once identified.	2,4

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<p><b>YE 3</b></p>	<p><b>For young people by young people - moving to co-design</b></p>	<p>In this workshop, you will work with League Leaders, an external partner, and a School Games Organiser to hear how they have collaborated with a secondary school to engage a cohort of disengaged young people. They will share with you the approaches that they have taken to work with the young people who have co-designed an experience for their peers who also aren't active in the School Games. This session will give you practical ideas on how to engage those young people whose voices are seldom heard and how to mobilise them to develop an event for others.</p>	<p>2,3,4</p>
<p><b>YE 4</b></p>	<p><b>Engaging stakeholders</b></p>	<p>It's crucial you engage a variety and range of local decision-makers and stakeholders who can support your School Games offer and influence and advocate on your behalf. Hear from School Games Organisers on who they have engaged, how they did this, and importantly the difference it made.</p>	<p>5</p>
<p><b>YE 5</b></p>	<p><b>You say tomato. I say tomato!</b></p>	<p>There are lots of other agencies exploring Youth Engagement albeit under different guises. Join this panel to discuss the commonalities, successes, and tools that are being used to listen to young people – what can we all learn from each other?</p>	<p>4,5</p>
<p><b>YE 6</b></p>	<p><b>Tell us!</b></p>	<p>Our work with young people tells us that they want to be kept in the loop and be central to the decision-making. In this session, you will hear from young people directly about what effective engagement looks like and you will explore the emerging Youth Engagement toolkit to bring this to life.</p>	<p>2,4</p>



## Physical Literacy - Creating positive experiences

I Can	Current Knowledge	We recommend you attend:
Remember	I can remember what physical literacy is (and what it isn't) and can use this knowledge in my role.	PL 1
Understand	I understand the physical literacy journey and I can help others to understand how they can develop it in children and young people.	PL 2
Analyse and apply	I can reflect on my own practice, challenge my approaches, and do things differently through a physical literacy lens.	PL 3
Evaluate	My knowledge and understanding of physical literacy allow me to better evaluate the experience for children and young people and its impact on them.	PL 4
Create	I can create positive experiences that intentionally support a young person's unique physical literacy development/journey.	PL 5; PL 6

Session ID	Title	Synopsis	SG Outcome
PL 1	<b>What is physical literacy and why is it important to the School Games?</b>	This workshop is a repeat from the Regional Conference 2023. You will learn more about physical literacy and how it can support you in your School Games delivery. This workshop is designed to reflect on your own physical literacy journey to bring to life the new consensus statement and will take you through the basics of what physical literacy is and what it isn't.	1, 5
PL 2	<b>Check your bunting! How can the roadmap to competition create positive experiences?</b>	A workshop led by our Positive Experience Changemakers evaluating their use of the 'Roadmap to Competition' to create positive experiences for targeted young people.	2
PL 3	<b>In their shoes: applying physical literacy from the perspective of young people</b>	A practical workshop led by NGB's and lead practitioners containing activities that promote our understanding of how sport and physical activity can make us think, feel, move connect, and develop positive experiences.	1, 2

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<p>PL 4</p>	<p><b>60 active minutes and Physical Literacy. Are they two sides of the same coin?</b></p>	<p>In this workshop learn more about the inter-connectivity of physical literacy with the 60 active minutes ambition, and our role in increasing awareness and influencing practice to increase activity in schools and create positive experiences.</p>	<p>1, 2</p>
<p>PL 5</p>	<p><b>From SailGP Inspiration to Targeted Action</b></p>	<p>Building from the session that SailGP showcased at the 2023 Summit, this session will focus on how a group of School Games Organisers have taken the inspiration to create positive experiences for new cohorts of young people and schools. SailGP are leading the sport sector in considering the environmental impact of their sport and putting tangible and credible measures at the forefront of their sport to tackle this. What can we all learn from their approach in connecting the climate challenge to engage a new cohort of environmentally conscious young people?</p>	<p>2, 5</p>
<p>PL 6</p>	<p><b>Applying the national Physical Literacy consensus through a local system – school and community</b></p>	<p>This panel discussion draws on a range of projects and stakeholder collaborations that have enhanced positive experiences with movement through the School Games.</p>	<p>2</p>