SCHOOL GAMES | NATIONAL SUMMIT 2023

Delivering change locally, making a difference nationally

Programme Overview

Time	Session						
08:30 - 09:30	Registration						
09:30 – 11:15	Opening Address						
11:15 – 11:40	Refreshments, networking and clinics						
11:40 – 11:45	Movement						
11:45 – 12:40	TI 1	TI 2	TI 3	TI 4	TI 5	TI 6	TI 7
12:40 – 13:40	Lunch, networking and clinics						
13:40 – 13:45	Movement						
13:45 – 14:15	Youth Engagement: Address						
14:15 – 14:25	Movement						
14:25 – 15:20	YE 1	YE 2	YE 3	YE 4	YE 5	YE 6	
15:20 – 15:35	Movement and Refreshments						
15:35 – 16:30	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	PL 7

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 Blooms taxonomy to meet the varying experience, knowledge and 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 the tables in each strand of the programme).

You can watch this short guidance video which explains a bit more about the National Summit and choosing your sessions.

SG 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. You can find the School Games outcomes here.

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Tackling Inequalities - Ensuring we reach those who need us most
11:45 – 12:40

I Can	Current Knowledge	We recommend you attend:
Remember	I can remember the range of inequalities that exist for children and young people in accessing the School Games.	**TI 1** or **TI 2**
Understand	I understand the inequalities that exist for children and young people in the School Games and my role in addressing these.	**TI 3** or **TI 4**
Analyse and apply	I understand the data tools and insight available to me and know how to utilise this to enhance my offer.	**TI 5** or **TI 6**
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 7**
Create	I can create new opportunities to engage young people in my area.	**TI 7**

Session ID	Title	Synopsis	SG Outcome
TI 1	**Widening the lens on inequality - what do we mean by inequality in schools?**	This session will explore toolkits covering each area of inequality; published by the National Governance Association and our roles in tackling inequality when it comes to sport.	5
TI 2	**Help! How do I navigate all these data sources!**	In this workshop we will look at ways to effectively navigate and use available data sources to inform your decision making and connect your impact to the needs of children and young people.	1-4
TI 3	**What gender diversity means, why it matters and how to address it**	In this workshop we will focus on why it's important that we consider gender diversity within the School Games. We will look to understand how we can start to ensure that the School Games is a safe, welcoming, and positive experience for all young people and what this means for SGOs, Active Partnerships and NGBs in the design and delivery of provision. You will also be challenged to consider things from a school's perspective.	2
TI 4	**Addressing the balance: How do we challenge gender parity within the School Games?**	A panel discussion on gender parity and the role that the School Games can play in championing equal access. The panel will consider why this is such an important ask and the system change needed to make it a reality. We will also touch on language, gender stereotyping and the impact of these on our thinking.	1-4
TI 5	**Engaging Alternative Provision settings in School Games**	Off the back of the '*Right support, right place, right time*' education green paper for SEND and Alternative Provision, this session will dive into what we mean by Alternative Provision, and how to ensure more young people are able to access the School Games in your area.	1

TI 6	**Deprivation data - what's available and how to use it**	Historically, we used the school postcode to inform us about the level of deprivation a school has. However, this doesn't always accurately match the deprivation of the pupils within that school. As a result of a freedom of information request, we have developed a new way of looking at deprivation to help you target the right young people and tackle inequalities.	1-4
TI 7	**How can the new Inclusive Health Check support you in your role?**	This practical workshop will go through the new changes to the Inclusive Health Check, but crucially, explore how this can add value to your role. Join us as we embark on a journey of self-reviewing, analysing and turning data into practice!	2

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Youth Engagement - Involving young people in creating their offer
14:25 – 15:20

I Can	Current Knowledge	We recommend you attend:
Remember	I can remember what youth engagement is and use that knowledge in my role.	**Pre-record and 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 1**
Analyse and apply	I understand what youth voice tools are available to me and know which to use in different youth engagement environments.	**YE 2** or **YE 3**
Evaluate	I feel confident with youth voice and can evaluate my competence and confidence to co-design.	**YE 4** or **YE 5**
Create	I am ready to create with young people and want to learn from others' perspectives.	**YE 6**

Session ID	Title	Synopsis	SG Outcome
Pre-record	**Welcome to the world of Youth Engagement**	This video has been designed to set the scene for the youth engagement strand of the School Games Summit so you will know what to expect on the day and are prepared to engage!	4
Youth Engagement Address	**Why youth engagement is a human rights issue**	We are excited to welcome Laura Lundy, Professor of Children's Rights at Queen's University, Belfast. Laura is a leading expert in youth engagement and will deliver a presentation guaranteed to get you thinking about the role this has to play in your work. Laura's address will share why youth engagement is essential from a human rights perspective, and the principles behind how to meaningfully involve young people in decision making about their School Games. Laura will introduce the 'Lundy model of Child Participation' which has been adopted by organisations globally including UNICEF and the World Health Organisation. In addition, you will hear from a young person who will share their experiences in re-affirming why it's so important that we give youth engagement the space it truly deserves within the School Games.	4
YE 1	**What is Effective Facilitation?**	In this workshop you will leave better equipped to understand how to give young people a 'voice' through effective facilitation when working with young people to share their views and ideas. Relinquishing control, knowing the right questions to ask and when are just some of the skills needed and explored in this session.	4

YE 2	**Choosing the right tools for the job**	This interactive workshop will explore tools which offer a variety of ways for young people to express their views and consider how best to use them to ensure that we are connecting with a wide range of voices. You will leave feeling better equipped having tried some of the tools and understanding the positioning of them.	4
YE 3	**How to act on feedback**	This workshop will build on Laura Lundy's keynote as you will explore the Four 'F' Framework for Feedback to ensure youth participants understand the impact of their participation. You will leave with a clear understanding of the four steps and some strategies to help you apply them. Getting responses to questionnaires might be the easy bit!	2 and 4
YE 4	**League Leaders Live Lab**	This live lab workshop will give you the opportunity to co-design solutions to a real-life School Games challenge. In this session, you will work with Paul Jenkins and young people through the 'idea generation' phase of co-design so you understand the process through experience and can apply this to your work with young people. Paul is the founder and CEO of League Leaders, a not-for-profit organisation that supports young people who are disengaged with physical activity to empower them to make change.	1-4
YE 5	**Using youth voice and co-design to engage new audiences in secondary schools and transition them into community clubs.**	In this practical workshop you will learn from a pilot project how youth voice and co-design has been instrumental in shaping a rugby offer for secondary aged girls to increase engagement, change perceptions, and transform links with community sports clubs to enhance the transition from school to club. Hear from England Rugby, North Oxfordshire SSP and Telford and Wrekin SSP how they have been working with young people, local partners, and stakeholders to shape the rugby offer in schools whilst also looking at strategies to attract and more importantly, keep players at local rugby clubs.	2-5
YE 6	**Our Lived Experiences - Youth Panel**	We have no better experts, than young people themselves. This live panel will see YST Youth Board members share the stage with their peers including Girls Football Changemakers, showcasing their lived experiences, where co-design has both worked and where it hasn't. This is an opportunity to explore what we, as practitioners, need to consider from young people first-hand, with time to pose your questions to our panel members.	4 and 5

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Physical Literacy - Creating positive experiences
15:35 – 16:30

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, PL 4** or **PL 5**
Evaluate	My knowledge and understanding of physical literacy allows me to better evaluate the experience for CYP and its impact on them.	**PL 6**
Create	I can create positive experiences that intentionally support a young person's unique physical literacy development/journey.	**PL 7**

Session ID	Title	Synopsis	SG Outcome
PL 1	**What is physical literacy and why is it important to the School Games?**	In this workshop you will learn more about physical literacy and how it can support you in your School Games delivery. This workshop will take you through the basics of what physical literacy is and what it isn't.	2
PL 2	**Develop your understanding of physical literacy to create positive experiences**	This practical session will explore how a change in environment can change how it makes you feel. Take part in challenging tasks of varying difficulty and reflect on how this compares to how our young people may feel through competition?	2 and 4
PL 3	**Driving engagement and motivation through innovation**	We want competitive school sport to be more accessible and fun for more children. To do that we can engage young people through innovative and creative formats, rules, regulations which deliver on agendas they are passionate about such as the environment, gender equality and inclusion. Building on the School Games campaign of reframing competition, hear from Fiona Morgan, who will provide inspirational insight and learnings from SailGP and The Hundred to inspire you to think about what's possible.	1 and 2
PL 4	**Physical literacy through the different key stages**	In this workshop, explore how physical literacy is a lifelong concept that is shaped by different environments and experiences over time. Explore how your knowledge of physical literacy may support you in School Games delivery across the different key stages. Physical literacy needs to be positioned to the needs of young people and isn't just about fundamental movement skills and the ABC's of movement, nor is it a linear process through the key stages.	3

PL 5	**Physical Literacy: The consensus conversation**	Following the Sport England review to establish consensus on England's definition of physical literacy, we will host members of the expert panel who have led this work to explore what this means for the sector. We will also be joined by practitioners/SGOs to consider what this means in practice, exploring our collective role in continuing to drive the physical literacy journey of all young people. This will be an interactive session so please come with questions.	1 and 5
PL 6	**Reviewing the impact of my School Games events on the physical literacy of young people**	In this workshop, learn more about how to use physical literacy to help better evaluate the success and impact of your events on young people. Find out more about the pilot of a new framework, designed to support how we measure and evaluate a young person's experience as either positive or negative.	5
PL 7	**Physical literacy and its role beyond the school gates**	In this panel discussion we will explore your role in supporting the transition of young people into new environments and understand the role of schools, clubs, parents, coaches, and young people in that process. Learn how to ask the right questions and build positive relationships within a local community to better the experience for our young people.	5