Developing personal best challenges for all
Charlotte Ellis

WHICH AREA OF THE SGO TASK LIST DOES THIS IMPACT?

1	Increasing engagement in School Games
2	Developing competitive opportunities
3	Increasing and sustaining participation
4	Workforce – Broadening the range of participation opportunities

ABOUT CHARLOTTE

Calderdale SGO Charlotte Ellis works five days per week as an SGO (some of her time is taken by her host secondary school to deliver Leadership). Charlotte works with 52 schools in the mixed urban and rural area of West Yorkshire. Deprivation levels are high with a high level of ethnic diversity.

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WHY

- New requirement for schools to include 'Personal Challenge' to be successful with School Games Mark.
- A lot of confusion within schools about what 'Personal Challenge' is and also to have the time to do it.
- SGO decided to role model Personal Challenge.

ACTION

- The SGO developed 'We Challenge You!'
- There is now a personal challenge station at every event that complements the competition that is taking place, e.g. ball handling challenges at a netball competition.
- Other examples include: How many keepy-uppies in one minute at the tennis event; how many shots in one minute at a basketball event or perfecting a gymnastic move at a gymnastics festival, etc.
- Each of the personal challenges are developed and delivered entirely by sports leaders.
- The children are encouraged to keep having a go at the personal challenge to improve their own score or technique.
- If the children find the challenge easy they are then encouraged to work out how to make it harder (more challenging) for themselves.

- The leaders always encourage the children to take part in the personal challenge at their own level depending on the competence and confidence of the children taking part, e.g. at the gymnastics event the children selected their own level of the challenge.
- The winner of the challenge is the person that improves the most. This young person is awarded a certificate.

SCHOOL GAMES

IMPACT

- Children are taking the challenges home to challenge their parents/guardians after the event. **"My son came home from the tennis and asked me how many times I could bounce the ball on the tennis racket before it dropped to the floor"** – Parent
- Children are taking the personal challenge into the playground for days following the event, acting as sports leaders. **"The personal challenges have really engaged the children in play and lunchtimes"** – Teacher
- Schools realise how easy it is to implement personal challenges into their school.
- One school has started to use the personal challenges as a starter and cool down for their lessons

NEXT

- Develop it more digitally via social media. SGO to film herself or a sports leader doing the challenge and then posting it on social media to challenge schools to do it with their pupils.
- Staff to start challenging their pupils in PE lessons and for homework to help increase skill level.
- Pupils to be creative and start coming up with their own challenges, ensuring they understand the benefits of setting themselves personal challenges.
- One school to challenge another. Still continuing with the personal challenge level of competition, but giving each other challenges to set their children. For example, our children have all been challenging themselves to dribbling a basketball whilst kneeling down and sitting down to improve their ball handling skills. We challenge your pupils to do the same!
- Replicate it at secondary school events.

TIPS

- Keep it as simple as possible. For example, how many star jumps in one minute?
- Remember, personal challenges don't all have to be timed challenges; they could be working up to completing a specific skill, e.g. a headstand leading to a handstand.
- Make sure the teachers do the challenge so they are role modelling. This also encourages the children.
- Make sure it is fun.

The children have become really engaged" Teacher

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