

# Theme 2

## Adapting the scoring to develop different sport skills

### Different Scoring Systems

For the Under 13 regional basketball tournaments, Basketball England has trialled the introduction of new regulations, which aim to give young people greater enjoyment from participating in competitions, along with more opportunities to develop their basketball skills.

They found that teams would often feel demoralised if the score-board showed a vast difference in points between the winning and losing teams. A basketball game is traditionally made up of four quarters, with points scored for each ball in the basket. However for the under 13 regional tournaments, each quarter of the game was treated as a new game, i.e. players played four individual games instead of one. The number of baskets for each quarter was not recorded on the score-board (only by the table officials) and at the end of each quarter, the teams were simply awarded three points for winning, two for a draw and one for losing. These points were shared on the score-board.

Traditional basketball teams comprise of 12 players, with five players from each team on court at any one time. However, Basketball England found that coaches would often play the same players for the whole game, leaving some players with limited, or no time on court. To overcome this, Basketball England reduced the team size to ten and stated that for the first two quarters of any game, every player on the team should spend some time on court.

### What are the benefits?

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The players were happy to adapt the rules and Basketball England, believe that this was, in part, because for many of the players at the under 13 regional competitions this was their first experience of regional competitions. Older players will have had more competition experience and the traditional competition and scoring may be far more important to them. It is believed that the changes reduced the pressure of competition for the young people and allowed them to have more fun during the game. They also gave players an opportunity to play more freely, with greater confidence and ensured that all players had an opportunity to be on court.

## How was this used in the School Games Pilot?

An SGO held a year 5 and 6 football festival that used alternative scoring as part of their alternative approach. This was to try to focus on effort as opposed to just winning. The alternative scoring used included

Win = 2 points

Loss = 1 point

Draw = 1.5 points

Shot on target = 1 point

Save by the  
Goalkeeper = 1 point

Sportsmanship =  
1, 2 or 3 points

The format gave young people more opportunities to score points through activities and through sportsmanship. The approach was well received by both participants and staff and the simple scoring approach was easily understood by the participants. Having points for a 'loss' meant that all teams ended up with at least some points, which reinforced engagement levels. The teachers also felt that it was nice to have a focus on sportsmanship within the competition.

The same format was used at a similar event the following week and was even more successful as the young leaders were more confident and the young people were more aware. Although it may take time to embed a new approach, it could be beneficial to increase engagement and participation.

"Excellent night! Great to have a focus on sportsmanship! All the children have had a brilliant night and have loved the opportunity to represent our school".

*Primary School Teacher*

"A super night, great to see more than winning and losing. Children have fully taken on board the respect side and we will be looking to see that in their other sports. Thanks again sports leaders!"

*Primary School Teacher*