

# A GUIDE TO THE WHOLE

Sainsbury's  
**SCHOOL  
GAMES**



Using competition to  
raise achievement



department for  
culture, media  
and sport



# Introduction

**Self-belief, determination, respect, team work, honesty and passion:** these are the values that represent the spirit of the Sainsbury's School Games. They support young people to strive to do their best and help them to achieve sporting success. Preparing well, trying hard, managing setbacks and pursuing excellence are intrinsic to this success – and young people recognise and celebrate that ethos. It is what makes sport so inspiring.



**The aim of the guide**  
[Click here](#)



**How to use this guide**  
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So, how do we capture the values and ethos of the Sainsbury's School Games as a sports event and transfer them to whole school learning? How do we apply the spirit of sporting competition to the classroom? This guide encourages and supports schools to do just that: to use the principles and, where appropriate, the context of sports competitions to inspire young people to strive to learn and succeed across the school.

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**What do we mean by competition?** 

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**How can competition motivate all learners?** 

**What forms can competition take?** 

**How might learners be judged?** 

**How might learners be rewarded?** 

▶ **2. How to use competition to stimulate learning** 

▶ **3. Creating local curriculum competitions** 

▶ **4. Participating in the national Sainsbury's School Games curriculum competitions** 

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What this resource aims to achieve  
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## Through this guide we hope that:

**Learners will be inspired to be the best they can be**

**Teachers will build competition into their teaching methods**

**Schools will take part in local inter-school curriculum competitions**

**Departments will run regular intra-school competitions in their subjects**

**Schools will participate in the national Sainsbury's School Games curriculum competitions**



the following sections:

stimulate learning?



ition?



ion in schools?



ite all learners?



take?



ed?



▶ **2. Section 2 example overarching title**



▶ **3. Creating local curriculum competitions**



▶ **4. Participating in the national Sainsbury's School Games curriculum competitions**



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What this resource aims to achieve  
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## How to use this guide

The guide aims to support you by:

- highlighting the principles of using competition to inspire and support learning, including how to manage competition so it is appropriate for every learner
- acting as a catalyst for your own ideas by providing 'starter' ideas of how competition and sporting events can be used across the school
- sharing examples from other schools
- providing ideas on how you might develop intra- and inter-school curriculum competitions
- signposting you to the national Sainsbury's School Games curriculum competitions.



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# WHY USE COMPETITION TO STIMULATE LEARNING?

“

*The purpose of the Olympics, anyway, was to do your best. As I'd learned long ago...the only victory that counts is the one over yourself.*

”

Jesse Owens

Click on the icons below to view the following sections:

What do we mean by competition?



What is the point of competition in schools?



How can competition motivate all learners?



What forms can competition take?



How might learners be judged?



How might learners be rewarded?



# What do we mean by competition?

Research shows that teachers and learners have two distinct perceptions of competition.<sup>1</sup> These tend to reflect **ego oriented** and **task oriented** concepts of competition.

## Ego oriented competition

Ego oriented competition is the tendency to think of success in terms of beating others, where competition is often perceived as being about:

- winning or losing
- us versus them
- winning prizes or prestige
- displays of supremacy.

This concept of competition tends to appeal to those learners who respond best to *extrinsic motivation*, where motivation comes from external

rewards. Some teachers and learners are concerned that this concept of competition leads to unhealthy outcomes for young people, such as cheating, aggression and a lack of respect for others. Others believe that it “builds character” (although there is little evidence for this in practice).



## Task oriented competition

Task oriented competition is the tendency to think of success in terms of having done your best, where competition is more usually perceived as being about:

- co-operation with others
- goal-setting
- celebrating personal achievements / bests
- self-improvement
- mastering skills.

This concept of competition tends to appeal to those learners who respond best to *intrinsic motivation*, where motivation comes from enjoyment of the task or challenge itself. Some teachers and learners believe that this concept of competition leads to positive social outcomes for young people, such as team work. Others believe that it shelters young people from the realities of life.

It is not the purpose of this guide to take sides in the debate about competition. Instead it offers **three approaches to competition** in schools that, between them, may engage all learners.



**Learn more about three approaches to competition**  
**Click here**

<sup>1</sup> Competition in school settings: What can be learned from the literature?  
James Capper and Dr Katy Vigurs, Staffordshire University, 2012

## Three approaches to competition



### Engage in contests with each other

E.g. Learners compete in a monthly numeracy league, with correct answers to sums contributing points to an overall score.

### Overcome challenges

E.g. During a science class, learners work in teams to see which team can build the most effective electrical circuit.

### Contend for recognition and rewards

E.g. At the end of a unit of work, learners submit pieces of writing that are judged against different categories and levels of award.

Ego orientated competition is the tendency to think of success in terms of beating others, where competition is often perceived as being about:

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### IMAGE



to competition

approaches

to take sides in that debate.  
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rners.

## What is the point of competition in schools?

***"Champions keep playing until they get it right."***

**Billie Jean King**

Competition can contribute to every aspect of young people's learning in school, preparing them for study, work and life.

To be effective, schools should use competition to address their priorities, reflecting the needs of their learners. This may include competitions that engage learners, improve their subject knowledge, develop their learning skills, support their transition between stages and involve their parents.



**Competition can help young people to...**

[Click here](#)



**Make sure that competition is used appropriately to support learning**



**Learn more about using competition as a teaching method**

[Click here to view this page](#)



## What is the point of competition in schools?

*"Champions keep playing until they get it right."*  
- Billie Jean King

Competition can contribute to every aspect of school, preparing them for study, work and life.

To be effective, schools should use competition reflecting the needs of their learners. It can engage learners, improve their subject skills, support their transition between stages of education and prepare them for the world of work.



Competition can help young people...  
[Click here read more...](#)



Making sure that competition is used appropriately to support learning  
[Click here read more...](#)

### Competition can help young people to:

Persevere and be resilient

Deal with adversity and success

Engage in learning

Solve problems and make decisions

Respect others

Develop team work skills

Take responsibility, lead and initiate

Work hard and try their best



## What is the point of competition in schools?

*"Champions keep playing until they get it right."*

- Billie Jean King

Competition can contribute to every aspect of school life, preparing them for study, work and leisure.

To be effective, schools should use competition reflecting the needs of their learners. It can engage learners, improve their subject knowledge skills, support their transition between stages of education and prepare them for adult life.



**Competition can help you succeed**  
*Click here read more...*



**Making sure that competition is used appropriately to support learning**  
*Click here read more...*

## Make sure that competition is used appropriately to support learning



**What do you want learners to learn?**

**Which learners will you target?**



**What sort of competition will work best?**

For example, one primary school set up a reading league for boys to tackle an issue with boys' literacy. The boys were given points for each book they read at home, with books on sport as prizes. School library books were allocated points according to their level of difficulty; bonus points were granted to books sourced from home or the public library. Parents were fully involved, with the boys taking home a copy of the league table and their position at the end of each week.

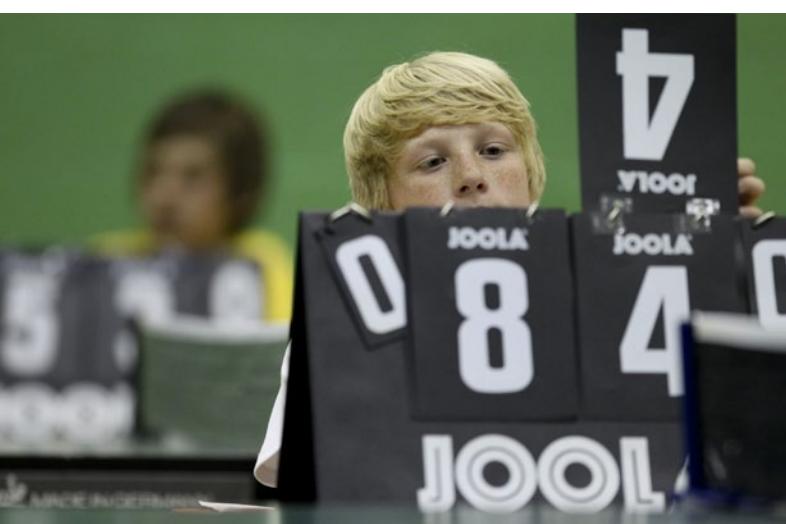
## How can competition motivate all learners?

Stefanie Reid has a quote from Aristotle etched on her running prosthetic: “**We are what we repeatedly do. Excellence, then, is not an act, but a habit.**”

Competition can present problems for some learners, especially when perceived as being ego oriented. For example: girls tend to be intrinsically motivated; less-skilled young people may struggle to compete on equal terms; and young people with low confidence may feel embarrassed to perform publicly. In these cases, an inappropriate focus on competition may have a negative impact on learners’ self-perceptions, self-esteem and self-efficacy.

Being sensitive to these issues does not mean that competition has to

be ruled out. As with any teaching strategy, competition needs to be managed and adapted to suit the needs of different learners. Competitions are part of the learning process, not just one-off events, spurring learners to make excellence a habit.



**Competition is most enjoyable and effective when...**  
**Click here**

To accommodate learners with different abilities, competition might be managed in the same way as a golf tournament where each player has a handicap that relates to their current ability. Their final score reflects this handicap and, while everyone is striving for the trophy, individuals are also trying to improve their personal scores.

Similarly, in the Paralympics, athletes are given a classification that reflects their ability and compete against other athletes in the same class. In a race where athletes from different classes participate simultaneously, there may be more than one winner or final scores are ‘factored’ to reflect the classifications.

Teaching strategies such as Sport Education and Teaching Games for Understanding also demonstrate that where learners are enabled to create and run their own competitive activities they are more motivated to participate and learn. This is particularly so for girls and learners who perceive themselves to be less able. In these models, the teacher takes on the role of facilitator, ensuring learners analyse, debate and reflect as they devise practices and competitions for their peers.

These sports-related approaches show that competition can engage all learners, and can be applied to other curriculum areas.

## Competition is most enjoyable and effective when:

Learners have time to practise

The judging criteria are clear to all

Competitors are 'classified' by ability

Learners reflect on their performance, during and after competition

Learners create and run their own competitions

Personal bests are recognised as well as winning scores

Learners set their own targets and success criteria

Learners share solutions and coach each other



Read about ego oriented competition

[Click here...](#)

It is not the purpose of this guide to encourage competition. Instead it offers **three approaches** which, when used together between them, may engage all learners.

[Click on the link below to learn more...](#)



The three approaches

[Click here...](#)

[Click here...](#)

## What forms can competition take?

*"I love the winning, I can take the losing,  
but most of all I love to play." Boris Becker*

Competition formats need to reflect the learning objectives. Is the aim to engage targeted learners over a period of time or raise motivation at a particular point in a lesson? Is it to give focus to learners' practice or provide an opportunity for them to apply specific skills? Different formats can be blended. Involving learners in designing and running competitions

increases their motivation to take part as well as developing their wider skills.

Click on the icons below to learn more about typical sport competition formats and how those formats can be adapted for classroom practice.



### Typical sports competition formats

[Click here to view this document](#)



### Competition formats adapted to classroom practice

[Click here to view this document](#)



### Learn more about how taking on other roles develops learners' wider skills

[Click here to view this page](#)



## How might learners be judged?

***"Victory isn't defined by wins or losses. It is defined by effort. If you can truthfully say, 'I did the best I could, I gave everything I had' then you're a winner."*** Wolfgang Schadler

'Faster, higher, stronger' is the Olympic motto, but even elite sport isn't only judged by quantitative measures; think of Tom Daley and diving, Beth Tweddle and gymnastics or Sophie Christiansen and dressage – where quality and precision prevail. In team sports, 'Player of the Match'

is often awarded to a player on the losing team and, in cricket, a batter's personal 'century' is lauded as much as a team win. Success in competition may be judged against a range of criteria, depending on your learning objectives.



**Judging criteria might include...**  
[Click here](#)

Involving learners in establishing the judging criteria, and deploying them as judges or officials, also increases their understanding and motivation.

## How might learners be rewarded?

***"If you dream and you allow yourself to dream you can do anything. And that's what this Olympic medal represents."*** Clara Hughes

For many sportspeople, the joy of success comes from self-knowledge – from having excelled, either by beating the rest or achieving a personal best – as much as from a medal or trophy. However, almost all would admit that a tangible symbol of success reinforces their satisfaction

and self-belief. This ethos – of recognition and reward – is firmly embedded in many schools' practice, with rewards systems helping to raise learners' self-esteem, respect for others and personal aspirations. Such systems can easily be linked to competition.



**The rewards might include...**  
[Click here](#)

Where learners are involved in identifying, designing and allocating rewards, they may have greater relevance and value.

## How might learners be rewarded?

*"Victory isn't defined by wins or losses. You can truthfully say, 'I did the best I could have had' then you're a winner."*

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Judging criteria might include:  
[Click here...](#)

### Judging criteria might include:

Effort

Most improved

Accuracy /  
correctness

Quality of presentation

Spirit of the  
Games Values

Speed

Creativity and  
innovation

Initiative and  
responsibility

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Judging criteria might include:  
[Click here...](#)

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### Rewards might include:



On displays, in school news

Vouchers and prizes

Events and visits

Certificates

Stickers and badges

Meet heroes and heroines

Medals and rosettes

Postcards home

Choose... game, book etc.

T-shirts, caps and hoodies

## What does this mean for you?

*"If you have the self to dream you can do anything. If you have the will to work hard, anything is possible. If you have the heart to never give up, then you can achieve anything. That's what a medal represents."* - Clara Hughes

satisfaction and self-belief. This ethos – of recognition and reward – is firmly embedded in many schools' practice, with rewards systems helping to raise learners' self-esteem, respect for others and personal aspirations. Such systems can easily be linked to competition.

Le...

...ring, designing and allocating value and meaning.

# HOW TO USE COMPETITION TO STIMULATE LEARNING

“

*I didn't set out to beat the world; I just set out to do my absolute best.*

”

Al Oerte

Click on the icons below to view the following sections:

Using the Sainsbury's School Games to inspire learning



Using sports competitions in other subjects



Using sports competitions to develop wider skills



Using competition as a teaching method



## Using the Sainsbury's School Games to inspire learning

The Sainsbury's School Games are a unique opportunity to motivate and inspire millions of young people across the country to take part in more competitive school sport. Involving primary, secondary and special schools, the Sainsbury's School Games are made up of four levels of activity: competition in schools, between schools, at county/area level and a national finals event:



- **level 1** - sporting competition for all young people in school through intra-school competition
- **level 2** - individuals and teams are selected to represent their schools in local inter-school competitions
- **level 3** - the county/area stages multi-sport Sainsbury's School Games Festivals as a culmination of year-round school sport competition
- **level 4** - the Sainsbury's 2013 School Games: a national multi-sport event where the most talented young people in the UK are selected to compete in national sporting venues.

The Sainsbury's School Games cover a wide variety of sports to engage different learners. For example, they include archery, boccia, boxing, cycling, fencing, goal ball, golf, judo, orienteering and table cricket as well as more traditional school sports.

As well as involving young people as participants, the Sainsbury's School Games provide opportunities for young people to take on a wide range of roles, such as organisers, coaches, officials, stewards, reporters, photographers, match analysts and entertainers.



**More information on how taking on other roles develops learners' wider skills**

**Click here to view this document**

Locally, the Sainsbury's School Games are managed by a local organising committee and groups of schools are supported by a local Sainsbury's School Games organiser. For more information visit: [www.yourschoolgames.com](http://www.yourschoolgames.com)



**Continued overleaf ➔**

← Continued from overleaf

## How do the Sainsbury's School Games benefit learners?

The Sainsbury's School Games use competitive sport to help learners develop a wide range of transferable skills and qualities, such as determination, resilience, respect, team work and goal-setting. In this way, the Sainsbury's School Games make a positive contribution to school ethos and to learners' achievement

and attainment. They can also provide a catalyst for learning across the curriculum. By using the Sainsbury's School Games, or the Spirit of the Games Values, as a context for learning, subjects other than PE can both benefit from and contribute to the Sainsbury's School Games.



**Explore some 'starter' ideas on using the Sainsbury's School Games to inspire learning**

**Click here to view this document**



**Learn more about what other schools have done**

**Click here to view this document**



**Learn more about how the Sainsbury's School Games have generated local curriculum competitions**

**Click here to view this page**

## Using sports competitions in other subjects

As well as using the Sainsbury's School Games to inspire cross-curricular learning, teachers may wish to draw on a variety of sports competitions – national and local – to support learning in the classroom. Sports competitions can be used either as a stimulus to develop knowledge and skills in another subject or as a context in which to apply that learning.



**Using sports competitions as a stimulus for learning**

**Click here**



**Using sport competitions to apply learning**

The two approaches often work in tandem. Learners may be motivated by the context of an elite sporting event but want to apply their knowledge and skills in practice, in school-based sports competitions. This makes learning more relevant for many learners, increasing their engagement and achievement.



**Explore 'starter' ideas**

**Click here to view this document**



**Learn more about what other schools have done**

**Click here to view this document**

## How do the School Games benefit learners?

The Sainsbury's School Games use competitive sport to help learners develop a wide range of transferable skills and qualities, such as determination, resilience, respect, team work and goal-setting. In this way, the Games make a positive contribution to

### Using sports competitions as a stimulus for learning

In this scenario, teachers might use an event or sportsperson to motivate learners to learn new skills and knowledge. For example, in a primary school, the teacher might use the Football World Cup to motivate learners to research and write about other countries as part of a humanities topic. In a secondary school maths lesson, learners inspired by Usain Bolt might analyse world record times in the 100 metres and display them as a graph.



**Example 'starter' ideas on using the Sainsbury's School Games to inspire learning**

*Click here...*



**Find out what other schools have done**

*Click here...*



**Find out how the Sainsbury's School Games have generated local curriculum competitions**

*Click here...*



ions in



**Using sports competitions as a stimulus for learning**

*Click here...*



**Using sport competitions to apply learning**

*Click here...*



**Example 'starter' ideas**

*Click here...*



**Find out what other schools have done**

*Click here...*

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### Using sport competitions to apply learning

In this scenario, learners are more directly involved in sports competitions as they apply skills and knowledge learned in other subjects. For example, learners in a primary school might take part in a class darts competition (using the child-friendly Velcro version) to practise their subtraction. As part of a science project, secondary school learners might take part in circuit training – trying to improve their personal bests – whilst testing the effects of caffeine on their system.



**Example 'starter' ideas on using the Sainsbury's School Games to inspire learning**

*Click here...*



**Find out what other schools have done**

*Click here...*



**Find out how the Sainsbury's School Games have generated local curriculum competitions**

*Click here...*

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**Using sports competitions as a stimulus for learning**

*Click here...*



**Using sport competitions to apply learning**

*Click here...*



**Example 'starter' ideas**

*Click here...*



**Find out what other schools have done**

*Click here...*

## Using sports competitions to develop wider skills

As well as developing specific subject knowledge and skills, sports competitions provide a vehicle for developing young people's wider personal, social, creative, cognitive and physical skills. These skills help to prepare them for learning, for employment and for life.

It is a specific aim of the Sainsbury's School Games to develop these wider skills in young people, through taking part in competitive sport and by being involved in the Sainsbury's School Games in other ways. For example, the Spirit of the Games Values – self-belief, determination, respect, team work, honesty and passion – encourage learners to explore qualities that underpin positive behaviours in school and in

their wider lives. Learners are also enabled to take on other roles within the Sainsbury's School Games, such as school sport organisers, team managers, officials, media leaders and event volunteers. These develop their self-management, leadership and citizenship skills.

The Youth Sport Trust works in partnership with other agencies, such as commercial sponsors, Sport England, sports coach UK and the national governing bodies of sport (NGBs), to produce a range of resources to support young people to take on roles – at the Sainsbury's School Games and in other PE and sport contexts – that develop their wider skills.

### These include:

- Matalan TOP programmes – primary
- Primary Active Leaders – primary
- Learning Leaders – secondary
- PE change teams – secondary
- School sport organising crew/ committee training (primary/ secondary)
- Team manager training – secondary
- Inclusive leader training – secondary
- Young Ambassadors – secondary
- Leadership academies – secondary / tertiary.

For more information visit  
[www.youthsporttrust.org](http://www.youthsporttrust.org)

For information on generic sports leadership awards visit  
[www.sportsleaders.org](http://www.sportsleaders.org) and for sports-specific leadership, coaching and officiating awards visit the relevant NGB website.



← Continued from overleaf

## Curriculum leaders and coaches

Many schools have built on their effective sports leadership programmes by developing leaders and coaches in other curriculum areas. This enhances the skills of gifted and talented leaders and provides peer-learning and peer-mentoring opportunities for other learners.

To support this, the Youth Sport Trust has worked with King Edward VI School in Bury St Edmunds to

develop a Curriculum Coaches resource. This supports teachers and learners to transfer their experience and skills of sports leadership to other subjects, helping to raise attainment across the school. For more information visit

[www.youthsporttrust.org](http://www.youthsporttrust.org)

For leadership awards in foreign languages, maths and literacy visit

[www.sportsleaders.org](http://www.sportsleaders.org)



**Explore some ‘starter’ ideas on the roles and responsibilities that could develop learners’ wider skills**  
[Click here to view this document](#)



**Learn more about what other schools have done**  
[Click here to view this document](#)

## Using competition as a teaching method

As indicated in the section on ‘Why use competition to stimulate learning?’, the principles of sports competition can be applied to learning across the curriculum. Just as competition is only one method used to support learning in PE and sport, it can also be used as a teaching method in other subjects. As with any teaching method, it needs to be used with discernment – to suit learning objectives, learning plans, logistics and, above all, the learners.



**Explore some ‘starter’ ideas on using competition as a teaching method**

[Click here to view this document](#)



**Learn more about what other schools have done**

[Click here to view this document](#)



**Using competition as a teaching method**

[Click here to view this document](#)

Continued overleaf →

## Using competition as a teaching method

The following process may help to ensure that competition is used effectively to support learning:

### 1. What do you want learners to learn?

#### Subject knowledge

See: 'Using the Sainsbury's School Games to inspire learning' for sports-related context ideas

See: 'Using sports competitions in other subjects' for sports-related context ideas

#### Subject skills

See: 'Using the Sainsbury's School Games to inspire learning' for sports-related context ideas

See: 'Using sports competitions in other subjects' for sports-related context ideas

#### Wider skills

See: 'Using sports competitions to develop wider skills' for ideas

Which learners will you prioritise or target?

### 2. What form of competition will work best?

#### Ego oriented

See: 'What do we mean by competition?'

See: 'What forms can competition take?'

#### Task oriented

See: 'What do we mean by competition?'

See: 'What forms can competition take?'

Can the learners design it?

### 3. What are the success criteria?

#### Quantitative

See: 'How might learners be judged?'

#### Qualitative

See: 'How might learners be judged?'

Can the learners identify and shape them?

### 4. What will make it motivational for all learners?

#### Wider processes

See: 'How can competition motivate all learners?'

#### Different abilities

See: 'Using sports competitions to develop wider skills'

Can learners organise and run it?

### 5. How will success be rewarded?

#### Rewards and recognition

See: 'How might learners be rewarded?'

Can the learners act as judges?

# CREATING LOCAL curriculum COMPETITIONS

“

*You are never really playing an opponent. You are playing yourself, your own highest standards, and when you reach your limits, that is real joy.*

”

Arthur Ashe



## Creating local curriculum competitions

The Sainsbury's School Games are organised on four levels:

- **level 1** – intra-school competition, for all young people in school
- **level 2** – inter-school competition, for different groups of players (not just 'A' teams)
- **level 3** – county/area competition, featuring winners from level 2 events
- **level 4** – the Sainsbury's 2013 School Games, for the most talented players in the UK.

Level 1 and 2 games can be replicated in other curriculum areas at a local level.



**Examples of how schools have generated local curriculum competitions as part of their Sainsbury's School Games**

[Click here to view this document](#)



**Learn more about the level 4 national Sainsbury's School Games curriculum competitions**

[Click here to view this page](#)

Whilst many schools organise 'collapsed curriculum' days or occasional events where learners take part in a variety of learning activities in different groups and settings, building regular competition into other curriculum areas can help to keep learners focused and

motivated over time. It also helps to ensure that competition is intrinsic to learning – and to learning plans – rather than being seen as an enjoyable but separate enrichment activity.

Clearly there are challenges for school staff in planning and organising regular intra- and inter-school curriculum competitions, particularly at the beginning of the process. Drawing on learning from the Sainsbury's School Games level 1 and level 2 competitions will help schools to manage that process.



**Ten top tips for managing competitions**



**Explore some 'starter' ideas on intra- and inter-school curriculum competitions**

[Click here to view this document](#)



**Learn more about what other schools have done**

[Click here to view this document](#)

# PARTICIPATING IN THE NATIONAL Sainsbury's SCHOOL GAMES CURRICULUM COMPETITIONS

“

*Competition is the  
whetstone of talent.*

”

*Traditional*



## Participating in the national Sainsbury's School Games curriculum competitions

The national Sainsbury's School Games curriculum competitions are designed to help schools use the Sainsbury's School Games to engage learners and impact on whole school achievement.

The aim is that schools will run local curriculum competitions – both in-school and between local schools – and then submit locally winning entries to the national competition.

Alternatively, schools can register

to enable groups of learners to submit their entries direct. For more information on the national Sainsbury's School Games curriculum competitions and to submit entries, visit [www.makewav.es/schoolgames](http://www.makewav.es/schoolgames)

For 2013, there are three strands of curriculum competitions. For each strand, there are two age-group categories: Key Stage 2/3 and Key Stage 4/5.



**Reporting and creative media:** entries could be sport reports, blogs, photo journalism, commentary and creative writing. For example, The Coleshill School's BBC Report Team recorded and produced a video report on the school's winter sports extravaganza.

**For details, visit:**

[www.makewav.es/schoolgames/c/reportingcreativemedia](http://www.makewav.es/schoolgames/c/reportingcreativemedia)

**Music, visual and performing arts:** entries could be song writing, music composition, choirs, art work, sculpture, art photography, dance and performance. For example, Year 5 and 6 pupils at Monk's Walk School composed and performed a set of Olympic songs.

**For details, visit:**

[www.makewav.es/schoolgames/c/musicvisualperformingarts](http://www.makewav.es/schoolgames/c/musicvisualperformingarts)

**Sports analysis and technology:** entries could be sports analysis and statistics, sports marketing and presentations, sports-inspired design and innovation, and sports equipment. For example, Year 9 students at Southfield School submitted a report and statistical analysis of their basketball team's performance in a match.

**For details, visit:**

[www.makewav.es/schoolgames/c/sportsanalysistechnology](http://www.makewav.es/schoolgames/c/sportsanalysistechnology)

← Continued from overleaf

## Participating in the national Sainsbury's School Games curriculum competitions

Each strand provides on-line guidance, tips and examples to support schools and learners to develop their entries.

The competitions will be weighted towards Sainsbury's School Games-inspired entries. This includes references to the Spirit of the Games Values.



**Explore some 'starter' ideas on developing level 1 and level 2 Sainsbury's School Games-linked competitions that lead to the national competition**

[Click here to view this document](#)



**Examples of how other schools have generated local Sainsbury's School Games-linked competitions**

[Click here to view this page](#)



**Explore some 'starter' ideas for using the Sainsbury's School Games to inspire learning**

[Click here to view this document](#)

**The deadline for 2012-13 is  
31st March 2013**



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- **Bebington High School**
- **Berkshire local organising committee**
- **Bridgemary Community Sports College**
- **Budehaven School**
- **Cheshire and Warrington local organising committee**
- **Coopers Company and Coburn School**
- **Denbigh High School**
- **Denton Community College**
- **Holden Lane school sport partnership**
- **Langley Grammar School**
- **Luton school sport partnership**

- **The Mountbatten School**
- **North Yorkshire local organising committee**
- **Redborne School**
- **Redcar and Eston school sport partnership**
- **Round Oak School**
- **Slough school sport partnership**
- **Sirius Academy**
- **Somerset local organising committee**
- **St John's Catholic Primary School**
- **Tupton Hall School**
- **York High School**

The principles of using competition to stimulate learning reflect findings from a literature review undertaken by James Capper and Dr Katy Vigurs of Staffordshire University.

The resource was designed and written by Carol Hawman for the Youth Sport Trust as part of the Sainsbury's School Games.

# A GUIDE TO THE WHOLE



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