

# Game On Scotland

Evaluation Report: January 2015

## Executive Summary

The main purpose of this report is to provide a detailed analysis of the impact of the Game On Scotland education programme<sup>1</sup>. The evidence gathered demonstrates the success of the programme reflecting widespread participation across Scotland and beyond.

A document review was used to collect quantitative data which showed that:

- over 250,000 children and young people in Scotland and 1 million worldwide took part in the programme;
- 1,163 schools and organisations registered a Game On Challenge, including 894 from schools in Scotland;
- 690 Game On Scotland Plaques were awarded, 528 of these to schools in Scotland; and
- the Game On Scotland website had over 470,000 users, accounting for around 2.5 million page views and 46,000 downloads.

Qualitative data was gathered from stakeholders using a range of measures including:

- an online survey;
- formal focus group meetings with stakeholders which included children and young people, practitioners and programme partners;
- evaluations from practitioner events; and
- information shared in Game On Scotland Plaque applications.

Through these measures, we know that:

- schools and organisations successfully engaged children and young people in a range of learning opportunities across the curriculum;
- support materials available through the website enabled practitioners to successfully use a range of learning and teaching approaches;
- practitioner-designed learning experiences reflected the needs of local communities and often involved partnership working; and
- many projects featured international links.

The data gathered demonstrates that the Game On Scotland programme has made a positive contribution towards the achievement of the Scottish Government Legacy Plan 'Get Set', Connected theme.

This report sets out how Education Scotland will support the further development of the successful approaches to learning and teaching promoted through the Game On Scotland programme. These will include the re-configuration of the Game On Scotland website and application of this successful model to future web developments and a legacy for learning which;

- increases the ability among learners to link and apply different kinds of learning in new situations; and
- increases knowledge and understanding of the world and Scotland's place in it among learners.

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<sup>1</sup> Game On Scotland was the official Education Programme for the XX Commonwealth Games. It was a partnership between Education Scotland, Scottish Government, Glasgow 2014 and Glasgow City Council.

This will be developed through support for a variety of contexts for learning such as the Food for Thought programme, Learning for Sustainability and Recognising and Realising Children's Rights.

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## 1. Introduction

Game on Scotland was the official education programme for the XX Commonwealth Games. It was developed by Education Scotland in partnership with Scottish Government, Glasgow 2014 and Glasgow City Council. The Game On Scotland website<sup>2</sup> was the outward facing platform for the programme.

The success of the programme can be attributed to three key elements.

- resources – developed by practitioners;
- opportunities – competitions, mascot visits, tickets to events, athlete visit programme; and
- engagement – through national events, e-updates, blog posts and Glow.

The programme supported practitioners as they developed learning opportunities for children and young people within the context of their local community.

## 2. Background

In 2009, the Scottish Government published their Games Legacy Plan, 'On Your Marks'.<sup>3</sup> This outlined four legacy themes: Active, Connected, Sustainable and Flourishing. Within the *Connected* theme there were two specific success criteria identified for schools<sup>4</sup>.

- *'Schools and young people across Scotland will have developed and sustained links with one or more Commonwealth countries'; and*
- *'Schools and young people across Scotland will be engaging with the Commonwealth Games, using them as a stimulus and resource for learning and teaching activities that will contribute to the delivery of Curriculum for Excellence'.*

It is the second of these success criteria which Game On Scotland sought to address. Within the framework of Curriculum for Excellence, the Game On Scotland programme set out to promote the Games as a context for learning across a range of curriculum areas. Using the Games as a context in this way provided opportunities to explore learning around the themes of global citizenship and health and wellbeing. As part of the programme evaluation, the following three outcomes for the Game On Scotland programme were identified:

- Increased awareness of the Games as a context for learning among practitioners;
- Increased ability among learners to link and apply different kinds of learning in new situations; and
- Increased knowledge and understanding of the world and Scotland's place in it amongst learners.

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<sup>2</sup> [www.gameonscotland.org](http://www.gameonscotland.org)

<sup>3</sup> <http://www.scotland.gov.uk/Resource/Doc/282449/0085405.pdf>

<sup>4</sup> [http://www.scotland.gov.uk/Resource/Doc/282449/0085405.pdf\\_pp.66](http://www.scotland.gov.uk/Resource/Doc/282449/0085405.pdf_pp.66)

A monitoring and evaluation plan for Game On Scotland was developed. A number of output indicators were identified to track progress. A list of these is available in **appendix 1**.

Whilst these output indicators provided useful monitoring information about the Game On Scotland programme further measures were required in order to ascertain if the programme had achieved the three outcomes above. Additional data collection methods were identified in order to triangulate information, these included;

- an online survey of practitioners;
- focus group meetings with practitioners;
- telephone interviews with practitioners; and
- focus group meetings with learners.

The purpose of this report is to analyse the findings from the output indicators and other data collection methods.

### 3. Methodology

#### 3.1 Research Approach

Due to the complexity of the Game on Scotland programme a number of potential evaluation methodologies were considered. It was determined that a cross-sectional study approach would be most appropriate as this would allow data to be gathered to answer both process/formative and outcome evaluation questions. It was also a feasible and affordable approach to carry out post-Commonwealth Games.

Both qualitative and quantitative data collection tools were used including focus group discussions with relevant Education Scotland stakeholders, practitioners and young people, in-depth interviews with practitioners and an online survey. Additionally a review of Game on Scotland documentation was also conducted. Further detail on the data collection tools is provided below.

#### 3.2 Document Review

A review of relevant programme documentation was conducted in order to gather quantitative information on the impact of the programme. This included gathering information on the number of schools participating in various aspects of Game on Scotland, for example, the number of Game On Challenges posted, engagement with the website, and downloads of learning resources.

#### 3.3 Online survey

In order to gather and systematically compare data from a wide range of stakeholders across Scotland, an online survey was launched using Survey Monkey. The survey explored a range of topics including the nature of individual Game on Challenges and their focus, what subject area(s) the Challenge included, international links and resources used. Responses to closed questions were analysed using Survey Monkey tools whilst open-ended questions were analysed by content to identify key themes.

### 3.4 Focus groups

Focus groups were used to gather information from several key stakeholders at the same time. In total five focus groups were held at locations across Scotland. The breakdown of focus group participants is provided in the table below.

<b>Focus group</b>	<b>Profile of participants</b>	<b>Location</b>	<b>Number of participants</b>
1	Practitioners – early years and primary	Glasgow	3
2	Practitioners – early years and secondary	Livingston	2
3	Practitioners – primary, secondary and higher education	Dundee	3
4	Young People, S1 – S6	Dunfermline	8
5	Young People in S2	East Dunbartonshire	5

Each focus group lasted between 60 and 90 minutes. Topic guides tailored to practitioners, children and young people were developed to ensure consistency across groups.

Key areas for discussion with practitioners included

- Game on Challenges and rationale for participation;
- the nature of activities involved;
- their use of the website and resources; and
- the impact of participation in the programme.

Key areas for discussion with children and young people included;

- their experiences of participation in the programme;
- visits to schools by athletes;
- awareness of different cultures and international partnerships; and
- experience of games events and their memories of the games.

In addition, a meeting of the Game On Scotland Steering group was held to reflect on the programme from an organisational view point. This meeting was held in Glasgow and attended by seven members of the group.

Consent to digitally record groups was obtained at the start of each group where required. These were used as aid memoirs during collation and analysis. Parental consent was obtained for the focus group with young people and the Depute Rector was present during the session.

The analysis of data was undertaken thematically and key themes identified. This was a similar process to that used for the open-ended survey questions. The team worked together to create, refine and modify the codes to ensure consistency within the analysis process.



### 3.5 Telephone interviews

Individual interviews were used to gather information from practitioners who were unable to participate in focus groups due to location. Due to distances involved, telephone interviews were agreed. Only two telephone interviews were conducted and a profile of respondents is included in the table below.

Interview	Sector	Authority
1	Primary	A
2	Primary	B

Each interview followed the protocol established for the practitioner focus group meetings. It was not possible to record these interviews. Each interview lasted approximately 25 minutes. Analysis of data followed approaches outlined for open-ended survey responses and focus groups.

### 3.6 Limitations

There are a number of limitations to the evaluation that must be kept in mind when reviewing the findings. The qualitative elements to the evaluation were always intended to be small-scale, however the numbers involved were fewer than expected. For example, originally seven telephone interviews were to be conducted but there were difficulties in contacting potential respondents to arrange or carry out the interviews and after repeated attempts, only two interviews were conducted, both with primary practitioners. The team had set out to gather data from all sectors. Practitioners were invited from early years, primary, special and secondary schools to participate in each of the focus groups. However, many did not attend on the day meaning overall numbers were small. This resulted in an inconsistent representation from different sectors within each focus group. For these reasons, the qualitative findings may not be fully representative of the views of those involved with the Game on Challenge. However, they provide helpful illustration of findings highlighted by the online survey and document review.

## 4. Key Findings

### 4.1 Document Review

Almost 900 schools representing all 32 Scottish Local authorities registered their unique Game On Challenge, these accounted for around 77% of all challenges posted, see **appendix 2**. Overall, 93% of challenges were from schools whilst around 7% were posted by organisations. These organisations predominantly represented community projects and uniformed organisations.

Games Legacy Ambassador Holly Cram, and 32 Team Scotland/Great Britain athletes visited 130 schools. These were planned between individual athletes and schools to meet needs at a local level. Typically, sessions would include a formal motivational presentation, question and answer session and a practical activity. A list of athletes who took part in the programme is available in **appendix 3**.

Working with Glasgow 2014 colleagues Game On Scotland supported visits to 162 schools in 30 Scottish local authorities by the Glasgow 2014 mascot, Clyde. These helped to build deeper understanding of sports and venues for the XX Commonwealth Games.

In June 2014, 50 Clyde mascots were distributed to early years centres and primary schools. 30 of these were in Scotland and the remainder across the Commonwealth. These helped connect learners to the Games. In Eilean Siar, children took Clyde to the highland games in South Uist, whilst in Queensland Australia, Clyde became the focus of home-school links.

100 Celebration Packs were distributed to schools across Scotland. These contained a number of merchandise items which helped schools celebrate the build-up to the games.

1000 tickets to Glasgow 2014 events were allocated through Game On Scotland. This gave children and young people in schools and organisations from 28 Scottish local authority areas a once in a lifetime experience. Comments received from schools include *'Our school trip to the Commonwealth Games courtesy of Game On Scotland was fantastic!'* and *'the Rugby was awesome, can I go again?'*

Post Games, 150 young people from 10 schools visited the Sir Chris Hoy Velodrome, taking part in a bespoke taster session. Feedback from one school about their Velodrome visit stated, *'I just wanted to thank you so much for this opportunity. Our children went yesterday and had an absolute ball. I heard one of the children saying they were going to one day do cycling in the Olympics.'*

Over 9,000 pieces of artwork produced by children and young people from 774 schools across Scotland were displayed in the Athletes' village during games time. In October 2014, over 100 young people from 22 schools across Scotland were invited to participate in the culmination of the Game On Scotland programme at a celebration event held in Glasgow City Chambers. Young Ambassadors shared their experiences and perspectives of the Games. Presentations and activities led by young people showcased some of the many Commonwealth Games-themed learning experiences enjoyed by schools and communities across Scotland.

A table showing the breakdown of engagement across Scottish local authorities is available in **appendix 4**.

When Game on Scotland was launched in May 2013, the steering group identified engagement targets for the success of the programme. These provide a rudimentary measure of the programme's success and are outlined in **appendix 5**.

### 4.1.1 Game On Scotland Challenge and Plaque Award

Individual schools and establishments identified their unique Game On Challenge. One practitioner commented *'our Game On Challenge....has certainly left our school with a wonderful legacy that will be talked about for many years to come'*. A total of 1,163 challenges were posted on the interactive map<sup>5</sup>. Through the map, it is possible to see the different ways in which learners across Scotland, the Commonwealth and beyond engaged with the XX Commonwealth Games.

Almost 77% of challenges posted were from schools in Scotland. 7% were from Australia, 4.5% from England with New Zealand schools accounting for 2%. Of the remainder, 2.5% were from schools in 13 different commonwealth territories whilst 0.3% were from European countries, see **appendix 6**.

Challenges were designed around local circumstances, many of these involved partnership working within communities. Active Schools coordinators and schools arranged cluster activities. Many schools involved local volunteers and sports clubs to offer taster sessions for children and families.

The games provided a rich context for learning around global citizenship. Children and young people had opportunities to develop an increased awareness and understanding of international issues, a practitioner in Australia commented *'Game On Scotland was an engaging programme for the students and it had international relevance'*. Examples of this include;

- Children in one primary school learned about the challenges facing peers in countries across the Commonwealth, in particular poverty. The school successfully combined this learning with other activities contributing to their third Eco Schools Scotland Green Flag award.
- Inspired by the Commonwealth Charter<sup>6</sup>, schools explored the values of equality, rights and responsibilities. This provided an opportunity for learners to reflect on the challenges faced by children and young people across the Commonwealth.
- A number of schools took part in the BBC Commonwealth Class programme. This provided opportunities for learners to take part in online debates and interactive activities with peers.
- Learners in two island communities worked together to reflect and contrast their own experiences with those other Commonwealth island communities. They explored the goals and ambitions of athletes competing in the games and applied this concept to their own situation.

Many schools designed challenges that supported children and young people to develop leadership skills, such as:

- Children in one nursery took the lead in supporting younger children as they tried new sports;
- Responsibility for planning a range of school events as part of the Game On Challenge has increased the confidence of children and young people when presenting their work in other situations in a primary school; and

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<sup>5</sup> <http://www.gameonscotland.org/yourgames/gameonchallenge/index.asp>

<sup>6</sup> <http://thecommonwealth.org/our-charter>

- In one secondary school, the captains successfully used social media to give coherence to a range of activities planned and delivered as part of their challenge.

Science, technologies and the arts were also evident in a number of challenges, including the following examples:

- Learners in one primary school explored the physics of energy transfer by making bows, arrows and slingshots to shoot pine cones in local woods;
- Inspired by Commonwealth medals, learners in one secondary school applied laser cutting skills to make medals they created using digital design software; and
- Children in another school used digital animation to capture research and learning around the commonwealth Games.

Game On Scotland plaques were awarded to schools and organisations who completed their Game On Challenge. There was an online application process for plaques through which practitioners had an opportunity to share more detail of their Game On Challenge. Around 60% of schools and organisations who registered a Game On Challenge were awarded a Plaque.

Between November 2013 and December 2014, 691 plaques were awarded. Of these, 528 (76%) were awarded to schools across all 32 Scottish local authority areas. The majority of plaques awarded in Scotland were to Primary schools. Beyond Scotland, 15% were awarded across the Commonwealth, 6.5% to individuals and 2.5% to organisations. See **appendix 7**. Many comments were received from schools when they learned they had been awarded a plaque, these include:

- *‘That’s amazing news! Thank you so much for your help! The pupils and staff will all be delighted to receive plaque for all of their hard work’*
- *‘Everyone is really pleased to receive the news about the plaque, I have been talking about it all afternoon!’; and*
- *‘That’s brilliant! Thanks for that, the staff and learners will be delighted’.*

#### 4.1.2 Website

The Game On Scotland website provided a central source for information and resources. As such it acted as a hub supporting practitioners in their development of learning opportunities for children and young people. Key sections of the website included:

- Game On Scotland containing key programme information;
- Glasgow 2014 Commonwealth Games containing core information about the Commonwealth, the games (sports and events), the Queen’s Baton Relay and a calendar of events;
- Get Involved contained information about the Game On Challenge, competitions and links to other education projects;
- Resources contained an extensive collection of learning materials, images and videos to support learning; and
- Latest news giving links to relevant and recent blog posts.

Between May 2013 and November 2014 over 570,000 individual sessions were recorded. This demonstrates the active engagement of users with the website content. Around 470,000 users of the site accounted for almost 2.5 million page views.

It is interesting to note around 140,000 users recorded over 450,000 page views during July 2014. This was surprising given that schools in Scotland were on holiday. At this time, the pages visited most frequently were about Glasgow 2014 and the Commonwealth which would suggest that the site was being accessed by a broader audience. A chart showing the breakdown of users, sessions and page views is available in **appendix 8**.

Between May and December 2013 over 23,000 downloads were recorded. Learning journeys consistently topped the downloads during this period. As priorities changed, top downloads between January and August 2014 were related to supporting Team Scotland with over 4,500 downloads of this resources alone. Due to changes in web analytics measurement tool it is not possible to identify exact download statistics for this period, however, careful estimates put these in the region of 23,000 making total downloads in excess of 46,000.

#### 4.1.3 Engagement Events

A series of national engagement events were held across Scotland. These brought together practitioners, partners, children and young people to share ideas and explore opportunities for collaboration. Each event featured keynote presentations directly related to Game On Scotland opportunities and were complimented by workshops delivered by schools and professional partners. The first of these took place in Inverness in November 2013. 69 delegates attended this event. They included representatives from primary and secondary schools, higher education establishments, local authorities and partner organisations. 75% of participants rated this event as 'excellent'. In June 2013, 188 delegates attended the second of these events in Commonwealth House in Glasgow. Less than 20% of delegates completed an evaluation form. Of these, over 65% found the event excellent. The third national event took place in Dundee in March 2014. This was attended by 113 delegates. 28% of delegates completed the event evaluation with 40% or respondents stating the event was excellent. Comments from delegates at these events include:

- *'Speakers sparked good ideas – how we can become involved in a range of Commonwealth activities'*
- *'Very inspiring'*
- *'Workshops provided good opportunities for information sharing'*
- *'Practical examples of how schools had engaged with the programme, great hearing examples of what is happening'*
- *'Information about the Game On Scotland website and the opportunities available'; and*
- *'Going away knowing it is not all about sport'.*

In May 2014, 150 delegates attended the final national engagement event at Hampden National Stadium. This event had a particular focus on promoting Equality and Diversity. 27% of delegates completed the event evaluation form, with 54% of

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these indicating the day was 'excellent'. A particular strength of the day was the opportunity for delegates to reflect on aspects of diversity and equality and explore how this could be approached through the context of the Commonwealth Games. Feedback included:

- *'Offering new ways of thinking around approaches to learning around diversity and equality'*
- *'Workshops offered practical approaches to delivery'*
- *'Workshops focusing on gender and sectarianism were particularly useful'; and*
- *'Natural link into on-going work with Rights Respecting School accreditation'.*

Opportunities were available for practitioners at the Scottish Learning Festival over three consecutive years (2012, 2013 and 2014). Through seminars, spotlight sessions and conversation events, opportunities and benefits of participation in the Game On Scotland programme were promoted to practitioners. In 2013, this included a presentation by David Grevemberg, Chief Executive Officer, Glasgow 2014, who was joined by Clyde (Mascot) and Michael Jamieson (Swimmer).

#### 4.1.4 E-updates

Numbers of practitioners and partners registering to receive regular e-updates steadily increased from June 2013 reaching a peak of over 4,500 in August 2014. Game On Scotland e-updates were an integral aspect of the programme providing recipients with a range of information and links. These included:

- highlighting new resources;
- competitions;
- link to Game On Scotland blog posts;
- promoting Glow Meets, events and conferences; and
- links to partner opportunities.

Statistics show (**appendix 9**) that recipients were consistently viewing and forwarding e-updates to colleagues in significant numbers between January and May 2014. This would suggest recipients valued the quality of information making a conscious effort to share this. By exploring which aspects of the e-update attracted most interest it is possible to reflect on the priorities of the user over time.

At the beginning of 2014, the areas attracting the keenest interest included the Game On Challenge, Athlete Visit programme and links to Cultural programme opportunities. In May/June the focus remained on the Game On Challenge, with Team Scotland information and venue films attracting keen interest. Post games, although user numbers decreased, around 1,000 recipients consistently opened the updates. The main areas of interest post games included links to Claim the Game On Scotland Plaque, Blog posts on a range of topics and the final competition.

The Game On Scotland e-update brand was a successful vehicle for communication. Statistics show a developing pattern of interest over time. This suggests recipients recognised the ongoing refresh of the Game On Scotland programme and valued this. The e-update consistently provided a succinct overview of the latest aspects of

the programme which ensured recipients had access to the best and most recent information.



#### 4.1.5 Blog

Blog posts helped to promote the Game On Scotland programme. A series of targeted posts covered a range of topics including:

- key Game On Scotland milestone moments;
- opportunities for engagement – including competitions, Glow Meets national event dates; and
- broader opportunities – BBC Commonwealth Class, exhibitions and links.

A total of 145 blog posts were written and shared. These received over 19,000 views, an average of 133 readers for each blog post. Between March and July 2014, 50 blog articles were written with almost 13,000 views recorded during this period, an average of 242 views per post. One practitioner commented '*Thanks for the blog, that's brilliant! I've sent copies to all the class parents. The headteacher was really impressed too*'. Charts in **appendix 10** outline trends over time.

#### 4.1.6 Glow

A planned series of Glow Meets, listed in **appendix 11**, helped to support the Game On Scotland programme. Between September 2013 and April 2014 monthly curricular Glow Meets were delivered for practitioners and learners. At the beginning of the month, a session for practitioners led by Education Scotland specialists, often involving partners, highlighted specific Game On Scotland resources. This provided opportunities for discussion, reflection and planning. Practical sessions for learners followed on from this towards the end of the month. This model successfully enabled practitioners to reflect and plan Games-related learning across the curriculum.

In May and June 2014, six Glow Meets involved athletes. These enabled children and young people from across Scotland to pose questions and take part in live discussions. Learners were given an opportunity to engage with Glasgow 2014 staff and officials gaining insight into the range of roles necessary to enable the success of the Games. A group of children from one primary school led a session on equality and diversity whilst the Queen's Baton Relay featured in a session delivered by Mark Beaumont, who followed the Queen's Baton relay round all 70 Commonwealth territories, and a Young Legacy Ambassador.

Following the games, two Glow Meets involved Team Scotland athletes. The final session was broadcast from the Celebration Event held in Glasgow City Chambers. This featured presentations from children and young people in three schools outlining their Game On Challenge and a Young Legacy Ambassador who reflected on her experience of the Games.

The use of Glow to support delivery of the Game on Scotland programme had the following benefits for both practitioners and learners:

- Practitioners had opportunities to engage in bespoke professional learning opportunities and interact with colleagues which may otherwise not have been possible;
- Many more children and young people were able to actively interact with athletes; and



- Learners were able to engage directly with their peers.

## 4.2 Online Survey

### 4.2.1 Profile of survey respondents

As part of the evaluation of Game On Scotland participants were invited to complete an online survey. The 'Crossing the Line' survey was completed by 122 practitioners between May and September 2014. This figure represents around 10% of those who had registered a Game On Challenge. The majority of practitioners, 88%, completing the survey were from schools and establishments in 30 Scottish local authority areas. 5% were from the United Kingdom and Australia respectively with the remaining 2% based in New Zealand. The majority of respondents, 70%, were from Early Years establishments and primary schools. This is not surprising as these groups had posted over 50% of challenges on the interactive map. The table in **appendix 12** provides a breakdown of the number of people involved in challenges posted by survey respondents.

### 4.2.2 Profile of curriculum and themes across learning

95 per cent of survey respondents provided detailed information about their Game On Challenge. 88 per cent of these respondents indicated challenges included health and wellbeing, however learning across all curricular areas was noted – see table in **appendix 13**. This suggests practitioners are confident in their ability to lead learning across the curriculum.

Several cross cutting themes emerged, most notably Citizenship, International Education and Diversity and Equality, which contribute to the broader theme of learning for sustainability. Schools included these in a number of ways, for example, many incorporated aspects of formal award schemes into their Game On Challenge. These include Eco-schools Scotland<sup>7</sup>, Fairtrade Schools<sup>8</sup> and Rights Respecting School<sup>9</sup> Awards.

Around a third of respondents indicated their challenge involved local partnerships. These included working with local volunteers, businesses and sports clubs as well as across school clusters.

### 4.2.3 International links

Partnerships formed an important strand of the Game On Scotland programme. The British Council<sup>10</sup> have a number of programmes to support schools in developing international links, for example, e-twinning and Erasmus. They worked in partnership with the BBC to support learning around the context of the Games through the online Commonwealth Class<sup>11</sup> programme. International partnerships support learners to develop a depth of understanding around global citizenship. Game On Scotland actively promoted these opportunities through national engagement events and links from the website, see **appendix 14**.

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<sup>7</sup> <http://www.keepsotlandbeautiful.org/sustainable-development-education/eco-schools>

<sup>8</sup> <http://schools.fairtrade.org.uk/>

<sup>9</sup> <http://www.unicef.org.uk/rrsa>

<sup>10</sup> <http://www.britishcouncil.org/>

<sup>11</sup> <https://schoolsonline.britishcouncil.org/classroom-resources/commonwealth-class>

40% of survey respondents chose to answer the question about international links. From the survey, 44% of these respondents highlighted partnerships with schools in India, Kenya, Malawi, South Africa and Sri Lanka. Where possible schools had involved their partnership school in the Game On Challenge allowing children and young people to reflect and connect directly with their peers across the globe. These connections include correspondence via DVD, web conference and letter writing. One school held an international collaborative sports day with medals awarded to winners regardless of location. There is also evidence of direct action. These include sponsorship of a child in Malawi and fundraising to build schools and classrooms in other countries, for example, Turkey.

#### 4.2.4 Resources

A key strength of the programme was the range of resources produced to support learning and teaching. A list of learning journeys is available in **appendix 15**. These covered all eight curricular areas, from Early to Fourth level.

When asked about learning journeys, over 80% of survey respondents indicated these were useful or very useful. The key themes in responses from practitioners include:

- *'The online resources and learning journeys were excellent';*
- *'Interesting teaching resources';*
- *'Resources for different subject areas';*
- *'We found the work that had been made up for Curriculum for Excellence very valuable';*
- *'Resources we could adapt for our age group'; and*
- *'Lesson plans, new ideas, links, resources to support Interdisciplinary learning'.*

When asked about the core information (Game on Calendar, information about the Commonwealth, Legacy 2014 and the Queen's Baton Relay) the positive rating rose to 95%. This further increased to 99% for Game On Scotland images and video resources. Key strengths highlighted by practitioners completing the survey include:

- *'Information – ideas, updates, events, blog, Glasgow 2014';*
- *'Links to Glow Meet sessions';*
- *'Inspiration';*
- *'Baton Relay – information, route';*
- *'Research about Clyde, the Commonwealth (and the games)'; and*
- *'Research about sports and venues'.*

### 4.3 Focus Groups

Focus group meetings with practitioners were held in locations across Scotland. Responses from these have been combined below.

#### 4.3.1 Profile of participants

Across all three locations a total of three senior nursery practitioners, two primary teachers, one secondary teacher and one representative from higher education took

part in focus group meetings. One representative was from a school for children and young people with additional support needs.

### 4.3.2 Rationale for participation

Practitioners had learned about the Game On Scotland programme through a number of channels. These included emails from local authority representatives as well as links from the Glasgow 2014 website. One school, located in an area of deprivation, sought to promote health and wellbeing and healthy eating across the school. One secondary school was keen to establish a context for interdisciplinary learning to support P7-S1 transition.

There was a consensus across groups of a natural link between the Games being hosted in Scotland and opportunities to construct purposeful learning for children and young people around this theme. All groups agreed the Commonwealth Games had provided a good context for learning. Practitioners would value this breadth and depth of support for other contexts in the future. Groups considered perhaps World War I would provide a context, but were unclear as to what learning activities from 3-18 might involve, or how they would sustain momentum for such a context over a five year period.

### 4.3.3 Game On Challenge activities

Nurseries planned learning activities in conjunction with their cluster. For one, this involved a range of sporting activities, learning about countries across the world and different foods. Inspired by *Captain Bristle's Thistles*<sup>12</sup>, children particularly enjoyed following the progress of Queen's Baton relay throughout the Commonwealth. Another nursery used the Game On Scotland programme to promote links with home and community. This was done through a series of community events, for example, a sports day and picnic. The nursery took part in Clyde's Summer Adventure. Children had opportunities to take Clyde home. On their return, children spoke about what they had done, often sharing photographs. This opportunity helped build children's confidence and broke down barriers between home and nursery.

One primary school developed an enterprise project around the context of the Games, another produced leaflets and information packs for partner schools in other countries. Through this, children had an opportunity to develop and apply their research and literacy skills in new way. Another secured funding from Physical Education, Physical Activity and Sport programme for sports coaches to deliver a series of sessions. Sports included Rugby, Football and Taekwondo. As a result, children were more active, building stamina, balance and discipline. Staff reflected that working alongside coaches has given them more confidence to lead similar activities in the future.

A school for learners with additional support needs were involved in Connecting Classrooms<sup>13</sup>. A teacher from Namibia visited the school. This added depth to

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<sup>12</sup> <http://vimeo.com/50234174>

<sup>13</sup> <https://schoolsonline.britishcouncil.org/programmes-and-funding/linking-programmes-worldwide/connecting-classrooms>

learning and children had opportunities to ask questions to clarify their understanding.

The higher education institution worked in partnership with school clusters. They ran a series of projects in different schools. The rationale for projects was to use sport as a vehicle for broader learning and boosting the confidence of disengaged learners. Using a 3D printer, children had opportunities to create a baton which was then used in a relay around schools in the area. Every child within the cluster was able to hold and pass the baton. This added to the excitement as everyone was involved.

#### 4.3.4 Game On Scotland website and resources

Practitioners used the terms '*pick and mix*' and '*one stop shop*' to describe how they had used the Game On Scotland website and resources. They found the website easy to navigate and share with parents and the community. Some had found it difficult to find resources to support specific curricular areas, suggesting some further cross-referencing would have been helpful. Video clips in particular were highlighted as useful. These brought the games to life for children. Overall, practitioners valued learning journey resources as these gave a very good starting point, allowing staff to take ownership of activities. One practitioner noted that had the website not been in place, they would have found it difficult to collect the same high-quality information and develop the range of resources independently. All participants were clear that the website had a very positive impact, enabling them to plan more effectively at a local level.

#### 4.3.5 Game On Challenge impact

A number of participants indicated that links between their establishment and the local community had been improved. This broke down intergenerational barriers. One school for children and young people with additional support needs have successfully built on a music project. Following initial involvement with this project, parents have been more engaged in further school activities. One practitioner recalled that following on from delivery of taster sessions by a local community bowling club, the club established a youth group. Demand for places exceeded expectations with the group being oversubscribed.

Participation in the Game On Challenge, helped children develop a greater understanding of the world.

One school has built up a network of partnerships with schools in a range of countries. Another established links with a school in South Africa. The local secondary school also has links in South Africa with young people visiting to build classrooms. This provides an opportunity for children and young people to develop a depth of learning about the lives of their peers in another country as well as being actively involved in making a difference in a practical way.

The higher education institution had included opportunities for children to reflect on the diversity of the Commonwealth and study immigration patterns.

Following the Queen's Baton relay enabled nursery children to explore countries across the world. They were able to find countries on the world map and talk confidently about the different cultures, foods and lifestyles of children who lived there. As a result, they had a much better understanding of where Scotland was compared to the other countries of the Commonwealth.

#### 4.4 Telephone Interviews

##### 4.4.1 Profile of participants

Both participants were primary school teachers from schools in a rural location. One is a Principal Teacher, the other a classroom teacher.

##### 4.4.2 Rationale for participation

Both participants indicated that the Commonwealth Games being held in Scotland provided a unique opportunity for learning. Inspired by the context of the games, schools created a range of project-based learning opportunities for children.

One participant reflected that taking part in the Game On Scotland programme had allowed children to develop their own memories of the event. Some children had developed and led a range of activities related to the Game On Challenge. As a result, they gained new skills and took greater responsibility for their own learning, increasing confidence.

##### 4.4.3 Game on Challenge activities

Learners from both schools had taken part in cluster activities as part of their Game on Challenge. In one cluster, 1,600 primary school children took part in a Mini Commonwealth Games. This opportunity inspired further learning about Commonwealth countries, in particular the sports at which they excelled, their cultures and traditions. This helped forge international links with schools abroad. Both schools had participated in the Queen's Baton Relay and enhanced links with local sports clubs who offered taster sessions. One school encompassed aspects of their Food for Thought programme into their Game On Challenge.

The Athletes' Village Art Competition was valued by both participants. Through this, children had an opportunity to design a games-themed poster which was displayed in the Athletes' Village during the games. Both participants stated this had stimulated discussion in school and at home contributing to the shared sense of a strong connection to the event for everyone involved.

##### 4.4.4 Game On Scotland website and resources

The Game on Scotland website was valued and widely used by both participants' schools. They identified resources and links as useful starting points. Materials to support learning across the curriculum supported the effective planning and delivery of a range of activities. Background information about the Commonwealth and the games helped learners make links with their communities, the games and the Commonwealth. E-updates provided useful information and raised awareness whilst

the interactive map enabled practitioners and learners to see activities taking place elsewhere. This provided inspiration for activities locally.

The geographical isolation of these schools meant children would be unlikely to visit venues personally. Videos of games venues helped connect learners to key locations which hosted games events. One school valued the opportunity to participate in Glow Meets as a further opportunity to break down barriers.

#### 4.4.5 Game on Challenge Impact

Neither participant provided a significant amount of detail about the impact of their Game On Challenge. They highlighted opportunities to interact with athletes through the programme had given children a strong sense of connection to the event. For one participant the receipt of the Game On Scotland Plaque had re-ignited discussion around the Games within the school.

### 4.5 Learner Focus Groups

#### 4.5.1 Profile of participants

Two focus groups with learners were held. In one school, this was with a group of five young people in S2, whilst the other comprised of 8 learners, S1-6.

#### 4.5.2 Commonwealth Games activities

When asked about Commonwealth Games activities which had taken place, both groups revealed an initial focus on sports. In one school this involved a rugby and netball tournament for learners in S1 with teams representing different Commonwealth countries. There were athletic activities for those not involved in the teams. Each S1 class had a different country to represent, but the group were unable to recall which countries had been represented. Learning was very much linked to sports, for example, the high altitude in Kenya being an ideal training location for distance running athletes.

In the other school, a cluster sports day was held. Each school in the cluster represented a different Commonwealth country. The secondary school represented India and across the school there were a number of linked projects. These included:

- exploring Indian architecture and henna;
- the colours of India, spices and clothing ;
- learning to play melodies from India on a range of musical instruments
- the sport of Kabaddi (similar to rugby) was introduced to the school. As a result, one youngster was inspired to research more about this sport, its origins and place in Indian society; and
- the eco group explored patterns of food importation. They were surprised to discovered that India imports more food than Scotland, presenting their findings to peers at an assembly.



### 4.5.3 Athlete and Mascot visits to schools

One school received both a visit from Clyde and Holly Cram as part of their Game On programme. Holly gave a talk and delivered training sessions with some young athletes, helping them develop new skills. The school arranged visits from other athletes and the group welcomed these opportunities for interaction. They felt encouraged and inspired to work harder in sports in which they already participate, or the confidence to take part in new physical activities. Previously they did not think they would have an opportunity to meet international and/or professional athletes, and it did make them think *'That could be me!'*.

The other school had a visit from a different athlete. She talked about training, working hard and setting goals. As a result, a number of the group had been inspired. For example, one young person is aiming to get into competitions in their own sport to improve performance, another is keen to get into the Scottish squad, whilst another reflects on their development as a sports person saying, *'my main sport was Taekwondo, but I have started running and it is going quite well. I am more of a sprinter now'*.

### 4.5.4 Awareness of different cultures

Across one school, learners undertook a comparative study on India. They were surprised to learn of the difference in the length of the school day and reflected on the differences in culture. What struck them most was that people (in India) seemed to strive and have a passion for life and success, more so than here in Scotland.

One young person had an opportunity to take part in cultural events around the Games. She was staying near the Athletes' Village where she met a number of foreign athletes. She was challenged by her personal inability to communicate because of the language barrier and is determined to overcome this saying *'I was inspired to learn new languages as I met people at the event that it was difficult to communicate'*.

### 4.5.5 International partnership

One school has a significant link with Malawi and the group were able to reflect on their learning around this. They talked at length about the challenges facing young people in Malawi and the comparative differences in opportunity. The school has a series of fundraising projects in place to support their partner school where they hope to build a dormitory. This will enable more young people to access education.

The group were able to reflect on the benefits an international partnership brings to their learning. These included:

- *'It helps you understand how different people's lives are to ours';*
- *'How much they struggle compared to us';*
- *'How different the schools are';*
- *'We don't have to walk a mile a day'; and*
- *'We can reach into our bag and pull out a bottle of water'.*



- *'When they write letters they make it really colourful and happy whereas when we write it we just put it on paper'.*

The group were clear that this helped change their outlook on life. They noted *'it teaches us how lucky we are – we are lucky that we can wake up and go to school, there are people who wake up and wish they had that chance'*. One member of the group was curious as to what the children who don't go to school do. They suspect that this might include work and were keen to understand what this may involve. Another was interested in the curriculum and what young people in school in Malawi would learn.

#### 4.5.6 Attendance at Games events

We know from practitioners that one school was offered legacy tickets as part of the Game on Scotland programme. Unfortunately they had to decline as the time frame was too short to make the necessary arrangements before the end of the school term. Two of the group from this school did attend events, whilst others felt connected in different ways. For example, the coach of a young synchronised swimmer volunteered at the games. On their return, they were able to share their experience of being at the diving events and working with athletes.

Whilst the second school did not receive tickets, a number of the group had been to Commonwealth events. They enjoyed the atmosphere in Glasgow. As well as going to ticketed events, some had joined crowds to watch the marathon, triathlon and road races where tickets were not required.

#### 4.5.7 Memories of the Games being held in Scotland

Across both groups, young people have a number of memories of the games. Whilst there are particular sporting memories, for example, *'Eilidh Child receiving her medal'* and *'watching England lead Jamaica in the 4x400m relay – even for a short time'*, most of the memories are of atmosphere. Some of these are related to the wider activities in Glasgow, for example:

- *'Arriving in Glasgow and feeling a change in the city';*
- *'There were a few days I went in just to be part of the atmosphere';*
- *'Lots of things in town – buskers and people doing Scottish stuff'; and*
- *'Crowds of people, cheery volunteers all helped make a fantastic atmosphere'.*

Whilst others related to attendance at events:

- *'No matter where you sat it was great';*
- *'Hampden was amazing, I wish they could have kept the track';*
- *'Weedgie wave' and 'kiss cam were fun';*
- *'Being at the athletics events, the atmosphere and supporting all the athletes regardless of their nationality';*
- *'The whole stadium cheering on Uganda in the rugby when they had been beaten by every team but still kept going'; and*
- *'Watching the opening ceremony and seeing Scotland represented to the whole world'.*

Some young people took the opportunity to express other memories, such as:

- *'I haven't really watched the games before, but because it was in Glasgow I did. I would watch it again';*
- *'It was funny watching on TV, we saw people we knew dancing and happy in the crowd';*
- *'I was in Greece for the first few days of the games and I could still find out what was happening';*
- *'Although I regularly visit Glasgow with all the posters and people and street performers and events I felt lost in a city I know well'; and*
- *'Participating in the closing ceremony as a dancer – meeting the athletes, and being part of a historic Scottish/Commonwealth event'.*

## 4.6 Game On Scotland Steering Group

### 4.6.1 Background

As previously stated, Game On Scotland was a partnership programme. Representatives from each partner came together to form a steering group which met monthly between May 2013 and July 2014 to oversee the programme. A list of members is available in **appendix 16**.

The initial priority for the group was to establish a shared understanding of what the programme would look like and how it would be delivered. In summary, the group sought to:

- promote the Games as a context for learning across the curriculum
- provide a range of unique opportunities and experiences; and
- support practitioners through a range of media, including resources, dedicated website, e-updates, blog posts, and events.

The group agreed to pull together key monthly statistics in a highlights report. This allowed the close monitoring of progress over time. Ongoing reflection on this data helped shape further plans, for example, development of additional resources and web content.

The website was the central component of the programme – a hub through which all aspects were interconnected. This was important as throughout the programme, it supported practitioners at their point of need, regardless of what this was.

There was a challenge initially in generating interest and engagement amongst practitioners. However, this allowed time to prepare the information and resources which would underpin the programme. As incentives were put in place and engagement events began, a steady increase in both numbers registering a Game On Challenge and subscribing to e-updates was noted.

## 4.6.2 Reflection

Whilst formal engagement events provided a range of opportunities, on reflection, the group recognised that some more time within these for practitioners to discuss and collaborate together would have improved the potential for further working beyond the event itself. Arrangements for events could have been finalised earlier as this led to a delay in communicating information on some occasions. As a consequence, this did not always leave enough time for practitioners to make arrangements to attend.

The success of the blog and e-updates as a means of communicating with practitioners was a positive thrust of the programme. Some use was made of the Education Scotland Twitter account to prompt subscribers towards the Game On Scotland website. It is possible that utilising a broader range of social media may have extended the reach of the programme, however this would need to be weighed against the time required to populate these.

The key partners worked well together each contributing to the success of the programme in different ways. The table below outlines the key contributions of each partner:

Partner	Key areas of Contribution
Education Scotland	<ul style="list-style-type: none"> <li>• Web content services and website construction</li> <li>• Staff resources, including development officers and main administration support</li> <li>• Learning journey resources</li> <li>• Core information about the Commonwealth and the Sports included in Glasgow 2014</li> <li>• Glow</li> <li>• Blog</li> <li>• E-updates</li> <li>• All arrangements in connection with Game On Challenge and Plaque awards</li> <li>• International communications</li> </ul>
Scottish Government	<ul style="list-style-type: none"> <li>• Advice in regards to <i>Connected</i> theme within wider legacy plan</li> <li>• Tickets for Games events</li> </ul>
Glasgow 2014	<ul style="list-style-type: none"> <li>• Coordination of Mascot visits</li> <li>• Preparation of resources and materials</li> <li>• Provision of bespoke opportunities, for example, a visit to the Athletes' Village by two groups of children who had participated in the Art competition</li> <li>• Venue for practitioner engagement event</li> </ul>
Glasgow City Council	<ul style="list-style-type: none"> <li>• Direct link with Glasgow City schools</li> <li>• Opportunities for promotion of early engagement activities</li> <li>• Venue for Celebration Event</li> </ul>

### 4.6.3 Analysis of contexts for learning

The group explored key drivers for success around contexts for learning. They agreed that in order to be successful, a context should be:

- something which is mainstream, attracting widespread media attention;
- planned well in advance;
- interesting ;
- underpinned by quality; and
- creative.

There may be opportunities to build contexts for learning around the Olympics in 2016 or World War I.

## 5 Conclusion

The 2014 Commonwealth Games was a truly exceptional event for Scotland. A number of unique factors contributed to the widespread participation and engagement with the Games and its education programme:

- The Games being held in Scotland for the first time in a generation
- The international and multi-sport nature of the Games
- The widespread interest and focus on a single time and event across the Scottish population and beyond; and
- The range of partnerships and degree of partnership working.

### 5.1 Overview of success

Section 2 of this report outlined the success outcomes for the Game On Scotland programme. This report has analysed the data gathered, demonstrating to what extent these were achieved. In the table below, key sources of data and evidence have been cross-referenced against the success outcomes:

<b>Success outcome</b>	<b>Key sources of evidence</b>
Increased awareness of the Games as a context for learning among practitioners	<ul style="list-style-type: none"><li>• Comments from practitioners</li><li>• National events</li><li>• Game On Scotland website</li><li>• E-updates</li><li>• Blog posts</li><li>• Glow opportunities</li><li>• Surpassing of engagement targets set</li></ul>
Increased ability among learners to link and apply different kinds of learning in new situations	<ul style="list-style-type: none"><li>• Online survey detailing curriculum areas included in Game On Challenge and the range of themes across learning</li><li>• Plaque award applications describing the range of leadership opportunities for children and young people</li></ul>
Increased knowledge and understanding of the world and	<ul style="list-style-type: none"><li>• Comments from young people involved in focus group meetings</li><li>• Downloads of Game On Scotland resources from website</li></ul>

Scotland's place in it among learners	<ul style="list-style-type: none"> <li>• Participation of practitioners in national events, including Equality and Diversity national event and Glow meets</li> <li>• Plaque award applications</li> <li>• International partnerships</li> </ul>
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The evidence gathered demonstrates that the Game On Scotland programme has made a positive contribution towards the achievement of the Scottish Government Legacy Plan 'Get Set', Connected theme.

## 5.2 The Game On Scotland Website

The highly successful Game On Scotland website will be reconfigured. Learning journeys, resources and case studies which remain relevant will be redistributed within the main Education Scotland website. This will ensure information and resources remain easily accessible to practitioners and continue to have an impact on children and young people's learning. Key features of the revised site will include:

- the interactive map showing details of Game On Challenges posted
- core information relating to the Commonwealth and Glasgow 2014
- information about the sports from 2014 events with links to related national bodies; and
- a legacy section with links to Education Scotland resources and the Legacy 2014 website.

The principles which underpinned the Game On Scotland website and were key to its success are being applied in other areas of the Education Scotland website. One example of this is Education Scotland's website dedicated to Giant Pandas<sup>14</sup>. Developed in partnership with the Royal Zoological Society of Scotland<sup>15</sup>, the website is similar to Game On Scotland in structure and approach. It supports practitioners as they develop opportunities for children and young people to learn about the environment and conservation. Through the context of Giant Pandas, children and young people are able to reflect on local circumstances within a broader global perspective, taking ethical actions within their communities.

## 5.3 Legacy for learning

Game On Scotland supported schools in the use of a range of approaches to learning and teaching. Education Scotland now plans to build on the following success outcomes outlined in 5.1:

- increased ability among learners to link and apply different kinds of learning in new situations; and
- increased knowledge and understanding of the world and Scotland's place in it among learners.

These will be developed in a number of ways, some of which are outlined below.

<sup>14</sup> <http://www.educationscotland.gov.uk/pandas/index.asp>

<sup>15</sup> <http://www.rzss.org.uk/>

Evaluative feedback from practitioners involved in focus groups indicated they were keen to explore World War I as a context for learning to support children and young people in developing their understanding of the world and Scotland's place in it. Education Scotland is supporting this in a number of ways. A blog<sup>16</sup> has been established with links to a variety of resources and other online sources to support learning and teaching. A number of professional learning opportunities are also being offered to practitioners across the country.

Scottish Government has designated 2015 as the *Year of Scotland's Food and Drink*<sup>17</sup>. The *Food for Thought Education Fund*<sup>18</sup> provides support for schools to use food and health as a context for learning across the curriculum and improve practitioner confidence in delivering food education. Education Scotland has a range of resources<sup>19</sup> available that focus on increasing learners' skills, knowledge and understanding around food and health. As in Game On Scotland, Food for Thought projects are planned to reflect local circumstances. Projects involve partnership working between schools, communities and local businesses. These contribute to the development of children's and young people's skills for learning, life and work including their ability to link and apply learning in new situations.

Learning for Sustainability<sup>20</sup> is a key priority for the Scottish Government and schools. In February 2015, Education Scotland published 'Opening Up Great Learning – Learning for Sustainability'<sup>21</sup>. This paper, in conjunction with the blog<sup>22</sup> and resources available through the Education Scotland website, provide support to practitioners as they plan learning for children and young people within their local contexts. There are a number of themes which contribute to learning for sustainability. These include:

- global citizenship;
- outdoor learning;
- international education;
- sustainable development education; and
- children's rights.

Education Scotland is taking forward Learning for Sustainability in a number of ways. The professional learning resource, 'Recognising and Realising Children's Rights'<sup>23</sup>, supports practitioners in developing their knowledge, understanding and practice in promoting a rights-based approach in learning and teaching. A blog<sup>24</sup> has been created to allow practitioners to collaborate and share practice. A number of professional learning opportunities are also being offered. The Learning for Sustainability agenda offers

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<sup>16</sup> <https://blogs.glowscotland.org.uk/glowblogs/WorldWarOne/2014/12/08/football-christmas-and-world-war-one/>

<sup>17</sup> <http://news.scotland.gov.uk/News/New-Focus-years-programme-announced-3f1.aspx>

<sup>18</sup> [http://www.educationscotland.gov.uk/newsandevents/educationnews/2015/pressreleases/february/news\\_tcm4851489.asp](http://www.educationscotland.gov.uk/newsandevents/educationnews/2015/pressreleases/february/news_tcm4851489.asp)

<sup>19</sup> <http://www.educationscotland.gov.uk/studyingScotland/resourcesforlearning/learning/Contextsforstudy/foodforthought/index.asp>

<sup>20</sup> <http://www.scotland.gov.uk/Topics/Education/Schools/curriculum/ACE/OnePlanetSchools/LearningforSustainabilityReport>

<sup>21</sup> [http://www.educationscotland.gov.uk/Images/OUGL\\_LfS\\_tcm4-853883.pdf](http://www.educationscotland.gov.uk/Images/OUGL_LfS_tcm4-853883.pdf)

<sup>22</sup> <https://blogs.glowscotland.org.uk/glowblogs/lfsblog/>

<sup>23</sup>

<http://www.educationscotland.gov.uk/resources/r/childrensrightrsource.asp?strReferringChannel=educationscotland&strReferringPageID=tcm:4-615801-64>

<sup>24</sup> <https://blogs.glowscotland.org.uk/glowblogs/RRCR/>

opportunities for learners to increase their knowledge and understanding of the world and Scotland's place in it across a wide variety of contexts.

### 5.3 Summary

As evidenced above, Education Scotland has a range of workstreams in place to further develop the successful elements of the Game on Scotland programme. Education Scotland will:

- identify and support relevant contexts for learning as appropriate;
- continue to provide support to practitioners as they give children and young people opportunities to apply learning to new situations relative to local contexts and communities; and
- promote a deeper understanding of Scotland within a global context.



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## **Appendix 1: Game On Scotland – Evaluation output indicators**

Number and range of schools signed up to Game on Challenge  
Number of Game On Scotland Plaque awards

Number of school visits by Games Legacy Ambassador  
Number of school visits by Games athletes  
Number of school visits by Games mascot (Clyde)  
Number of young people who attended the games  
Number of entries to Games competitions

Number of practitioners taking part in Game On Scotland events

Interaction with Game On Scotland website

- number of views;
- number of sessions;
- number of page views; and
- number of downloads.

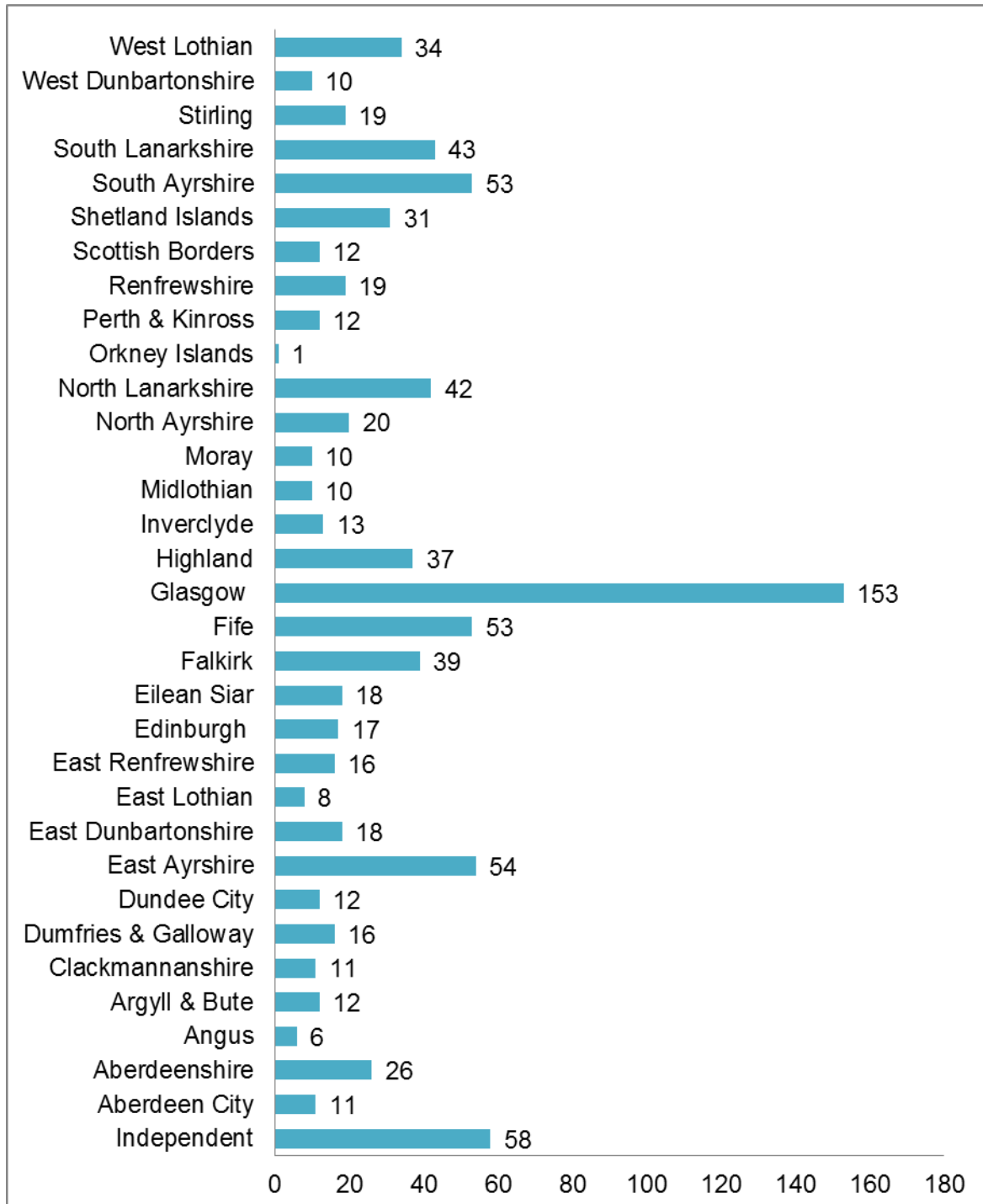
Number of recipients opening and forwarding Game On Scotland e-updates

Number of Blog hits

Number of Glow Meets

## Appendix 2: Game On Challenge

This chart represents the number Schools in Scottish local authority areas who registered a Game On Challenge



### Appendix 3: School Visit Programme

These athletes took part in the Game On Scotland school visit programme.

Tessa Hill	Athletics
Sarah Kelly	Athletics
Samantha Kinghorn*	Athletics
Eilish McColgan*	Athletics
Stephen Payton	Athletics
Jillie Cooper*	Badminton
Jonny Bunyan	Basketball
Lee Craigie*	Cycling
Aileen Neilson	Curling
Angie Malone	Curling
Keith Cook	Fencing
Gemma Fay	Football
Steve Frew	Gymnastics
Scott Frew	Handball
Lynn McCafferty	Handball
Angela Mudge	Hill runner, Skyrunner, Cross-country
Michael Bremner*	Hockey
Vikki Bunce*	Hockey
Holly Cram	Hockey
William Marshall*	Hockey
Ailsa Wyllie*	Hockey
Karen Cusack (Clarkson)	Judo
Stephanie Inglis*	Judo
Kimberley Renicks*	Judo
Louise Renicks*	Judo
Theo Spalding-McIntosh	Judo
Holly Kennedy	Kite Surfing
Colin Gregor*	Rugby
Frania Gillen-Buchert*	Squash
Sean Doherty*	Table Tennis
Graeme Kane	Weightlifting
Donna Robertson*	Wrestling
Fiona Robertson*	Wrestling
Sean Keogh	Wrestling

\* ***denotes Team Scotland Athletes***

**Appendix 4: Engagement statistics for schools in Scotland**

Local Authority	Game On Challenges	Plaque Awards	Athletes' Village Art	Athlete Visit	Clyde Visit	Clyde Summer Adventure	Celebration Pack	Legacy Tickets	Celebration Event	Velodrome Experience
Aberdeen City	11	5	11	0	2	0	1	2	0	0
Aberdeenshire	26	14	26	1	5	0	2	1	1	0
Angus	6	3	14	3	2	0	2	2	0	0
Argyll & Bute	12	8	22	0	0	0	1	3	1	1
Clackmannanshire	11	5	6	3	2	0	1	1	1	0
Dumfries & Galloway	16	6	22	0	2	0	2	2	1	0
Dundee City	12	8	16	5	1	0	0	3	0	1
East Ayrshire	54	34	26	6	4	1	2	4	1	0
East Dunbartonshire	18	11	27	7	2	1	2	4	3	0
East Lothian	8	4	15	4	1	0	2	2	0	0
East Renfrewshire	16	6	23	2	2	0	0	1	0	0
Edinburgh	17	6	31	7	4	0	4	3	0	0
Eilean Siar	18	4	5	3	4	0	1	1	0	0
Falkirk	39	22	23	9	6	0	2	6	1	1
Fife	53	32	24	5	6	0	1	4	0	2
Glasgow	153	107	131	14	69	12	13	15	5	2
Highland	37	15	29	2	6	0	4	1	1	0

**Continued overleaf**

Local Authority	Game On Challenges	Plaque Awards	Athletes' Village Art	Athlete Visit	Clyde Visit	Clyde Summer Adventure	Celebration Pack	Legacy Tickets	Celebration Event	Velodrome Experience
Inverclyde	13	7	6	1	2	1	2	0	1	1
Midlothian	10	7	11	1	4	0	2	4	1	0
Moray	10	8	8	3	0	1	1	2	0	0
North Ayrshire	20	8	27	6	2	0	1	2	0	0
North Lanarkshire	42	22	36	11	5	0	8	10	1	1
Orkney Islands	1	1	6	0	1	0	1	0	0	0
Perth & Kinross	12	6	39	1	3	0	1	0	0	0
Renfrewshire	19	8	17	4	1	1	1	1	0	0
Scottish Borders	12	4	19	5	2	0	3	2	0	0
Shetland Islands	31	31	9	0	2	0	1	0	0	0
South Ayrshire	53	51	15	2	3	0	6	2	1	1
South Lanarkshire	43	22	54	11	5	0	6	9	2	0
Stirling	19	11	22	4	3	0	6	5	0	0
West Dunbartonshire	10	2	10	2	2	0	2	1	0	0
West Lothian	34	20	41	3	4	0	6	2	1	0
Independent	58	30	3	5	5	13	13	3	0	0
<b>Total</b>	<b>894</b>	<b>528</b>	<b>774</b>	<b>130</b>	<b>162</b>	<b>30</b>	<b>100</b>	<b>98</b>	<b>22</b>	<b>10</b>

Appendix 4: continued

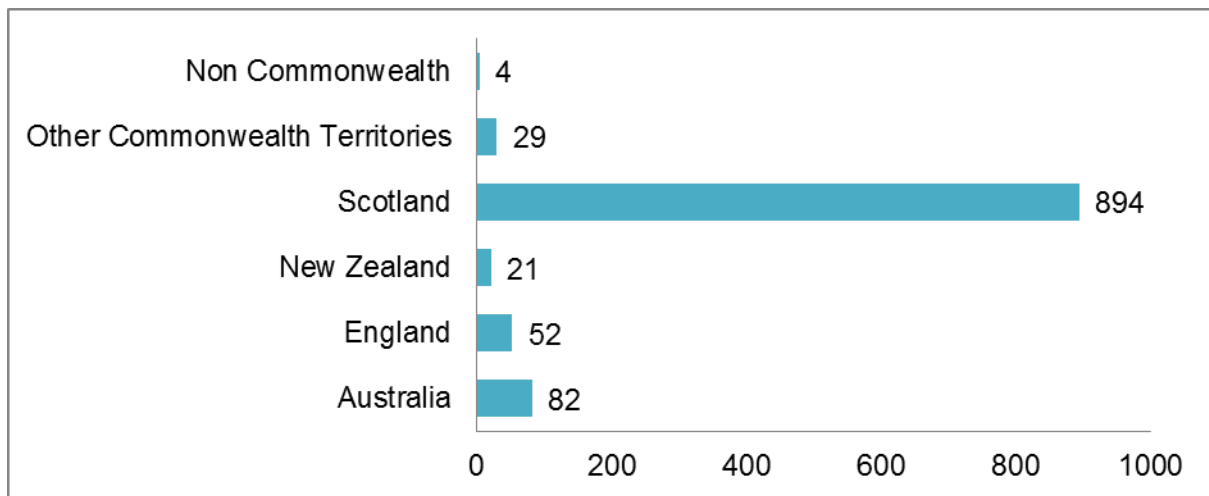
## Appendix 5: Game On Scotland engagement targets

This table outlines the engagement targets for the Game On Scotland programme

Aspect	Target	Actual	%
32 Scottish Local Authorities represented	100%	100%	–
Engagement from Commonwealth nations and territories	10	16	+ 60%
Game on Challenge registrations	500	1163	+133%
Number of children and young people participating in the Game On Scotland programme	150,000	Over 250,000 in Scotland Over 1 million worldwide	+ 66%
Clyde Mascot Visits to schools	100	162	+ 62%
Athlete Village Art Competition	4,000	9,000	+ 125%
Unique opportunities This total includes: <ul style="list-style-type: none"> <li>• Mascot Visit</li> <li>• Athlete Visits</li> <li>• Celebration Pack</li> <li>• Clyde Adventure</li> <li>• Glow sessions</li> <li>• 2014 Event Tickets</li> <li>• Visit to Athletes' Village</li> <li>• Velodrome Session; and</li> <li>• Celebration event.</li> </ul>	10	601	+5,910%
Download of Game On Scotland Resources	15,000	46,000	+ 206%
Blog views	6,000	19,247	+ 221%

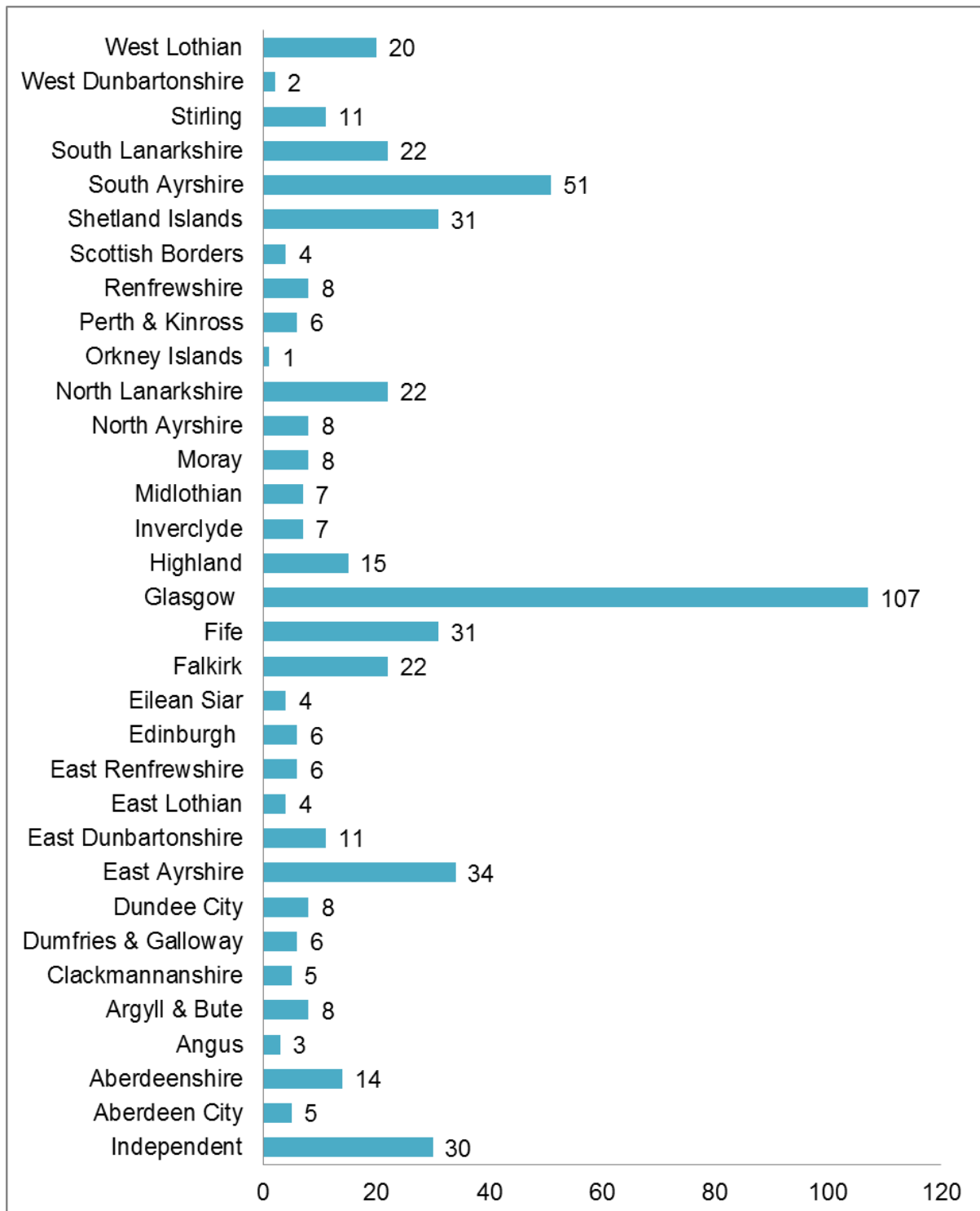
## Appendix 6: Game On Challenge

This table represents an overview of challenge registrations from schools



## Appendix 7a:

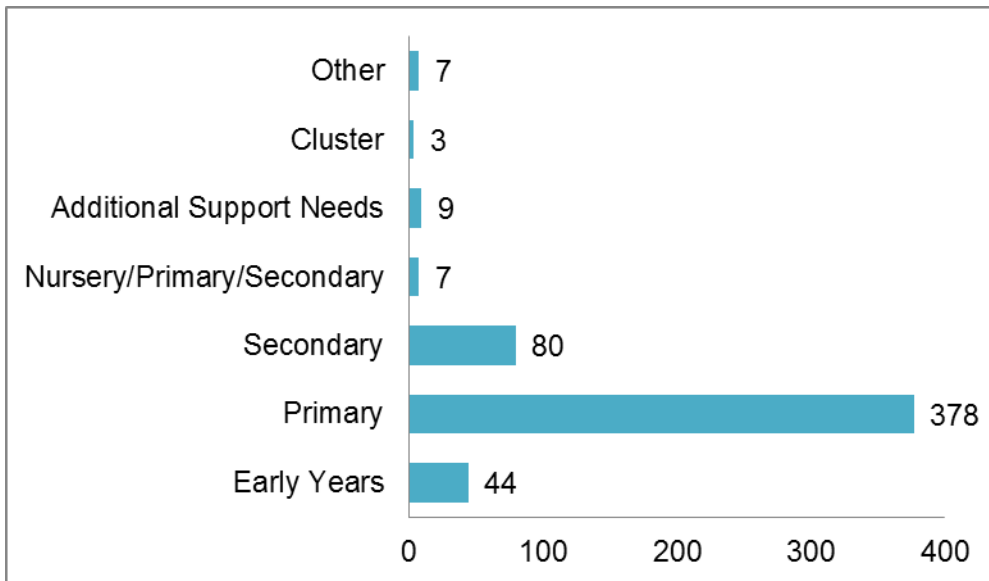
This chart represents the number Schools in Scottish local authority areas who were awarded a Game On Scotland Plaque





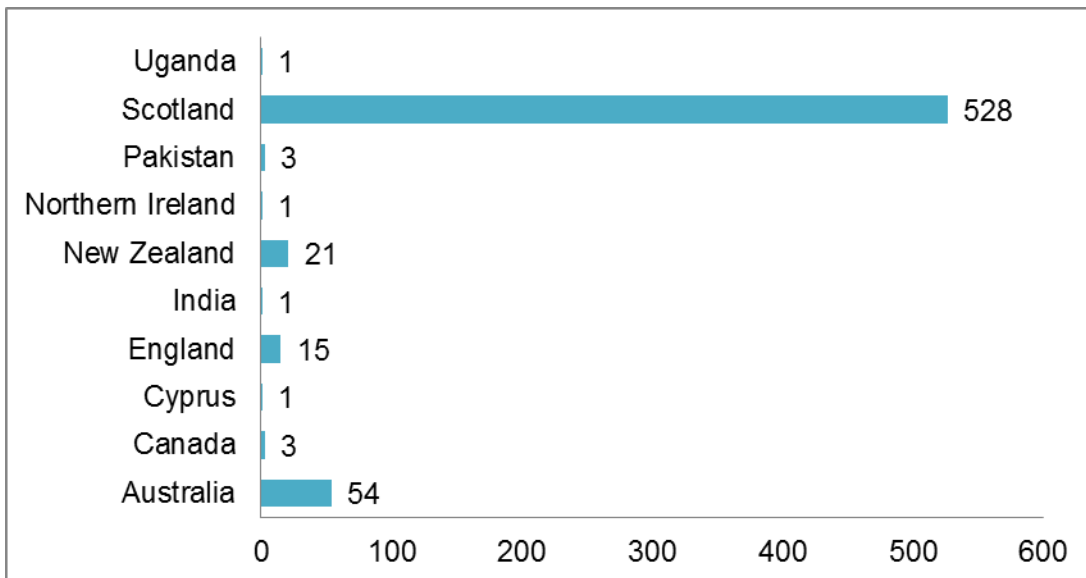
**Appendix 7b:**

**This chart represents plaque awards to schools in Scotland**

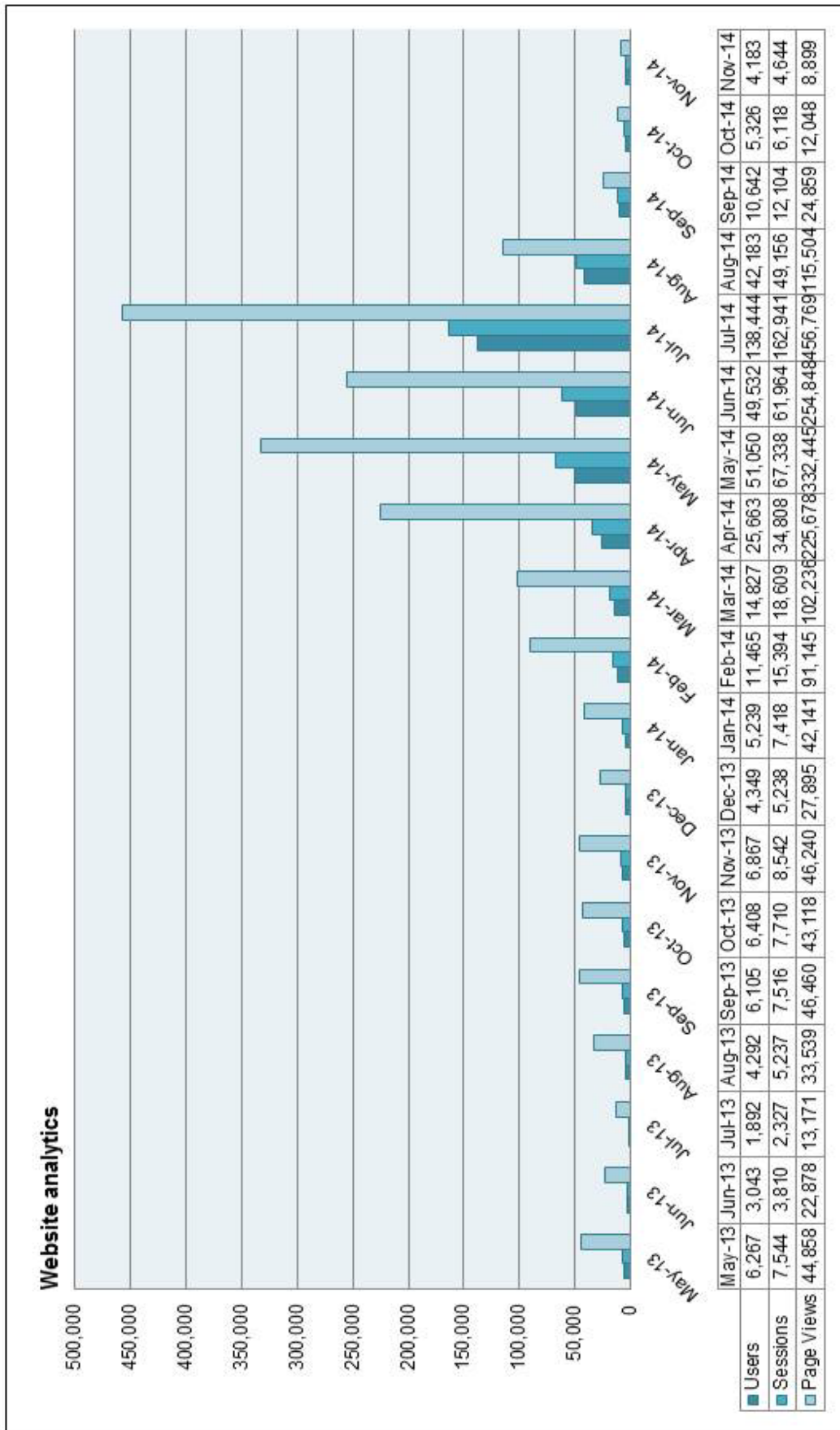


**Appendix 7c:**

**This chart represents plaques awards across the Commonwealth**

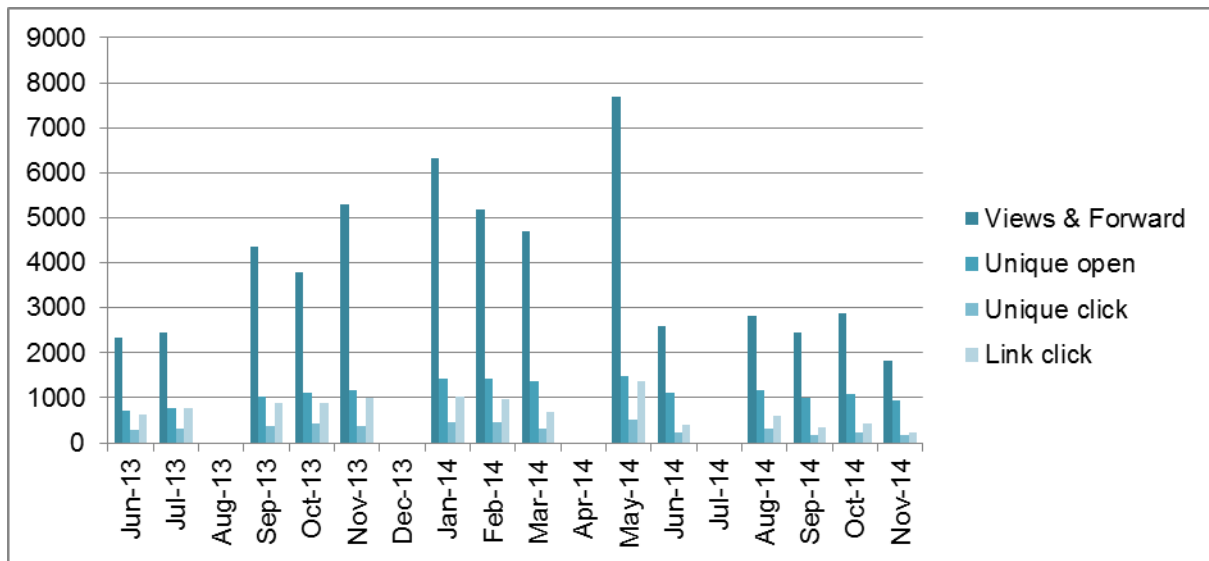


## Appendix 8: Web analytics data



## Appendix 9:

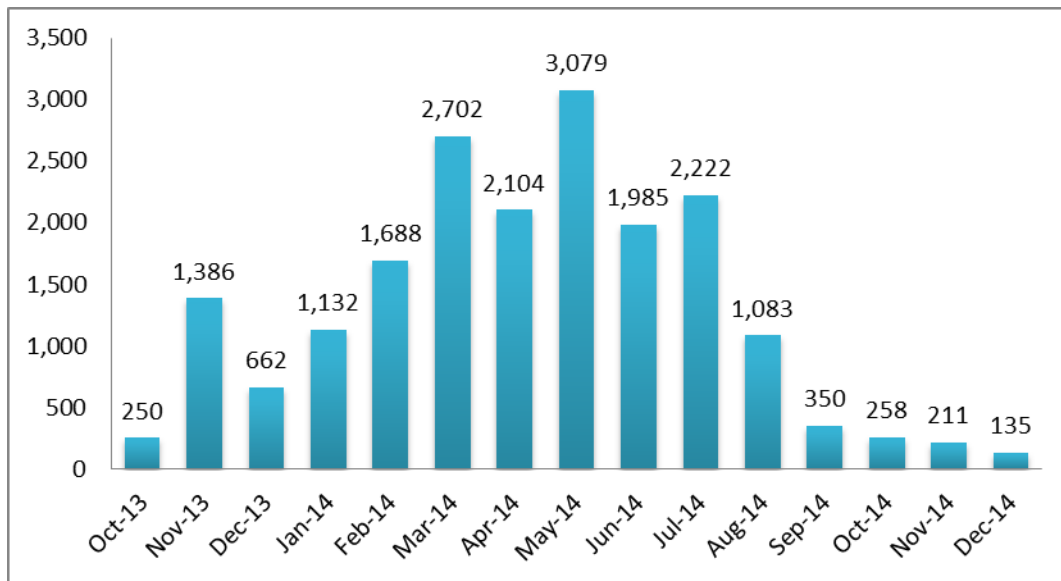
This chart represents the e-update statistics over time. A table indicating raw data is included below



	email sent	email delivered	unique open	view & forward	unique click	link click
Jun-13	2374	2279	709	2329	278	623
Jul-13	2710	2621	766	2456	323	756
Sep-13	2979	2806	1039	4345	384	894
Oct-13	3288	3167	1124	3779	433	888
Nov-13	3412	3318	1155	5284	371	991
Jan-14	3662	3565	1433	6333	447	1024
Feb-14	3808	3744	1432	5175	465	971
Mar-14	4079	4024	1367	4711	311	678
May-14	4316	4265	1473	7699	506	1375
Jun-14	4388	4317	1101	2594	241	409
Aug-04	4505	4430	1162	2827	316	611
Sep-14	4484	4364	998	2436	161	329
Oct-14	4450	4382	1071	2865	227	416
Nov-14	4418	4354	950	1817	157	219

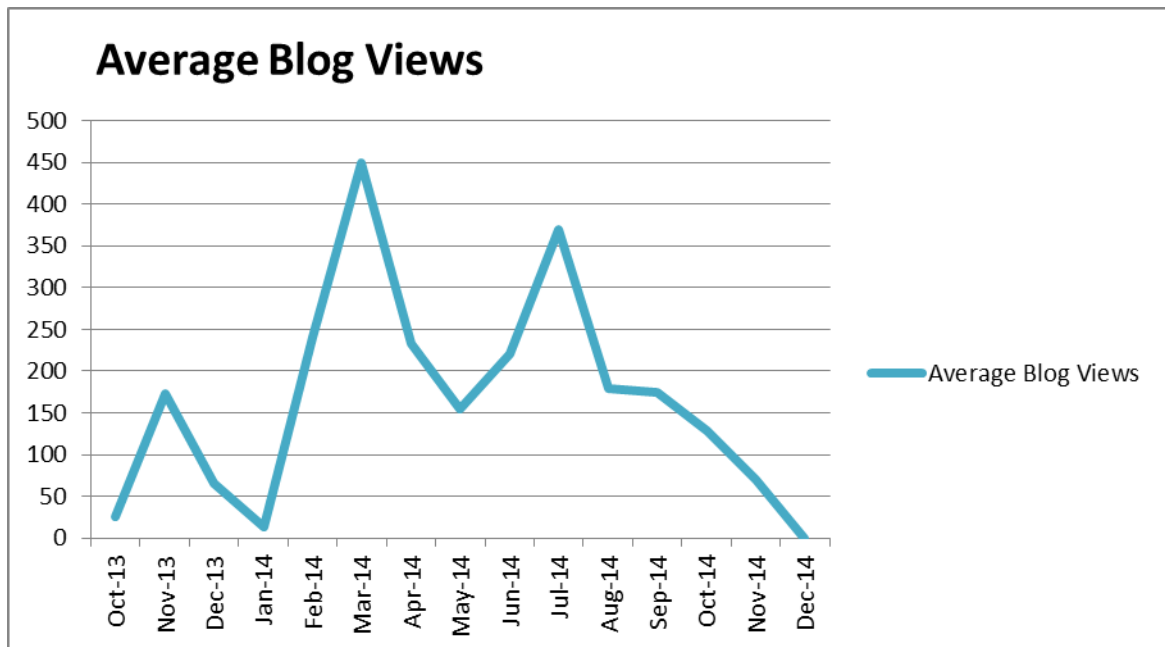
### Appendix 10a: Game On Scotland Blog

This chart represents the actual Blog views per month



### Appendix 10b: Game On Scotland Blog - average

This chart represents average Blog views – number of views divided by the number of articles posted



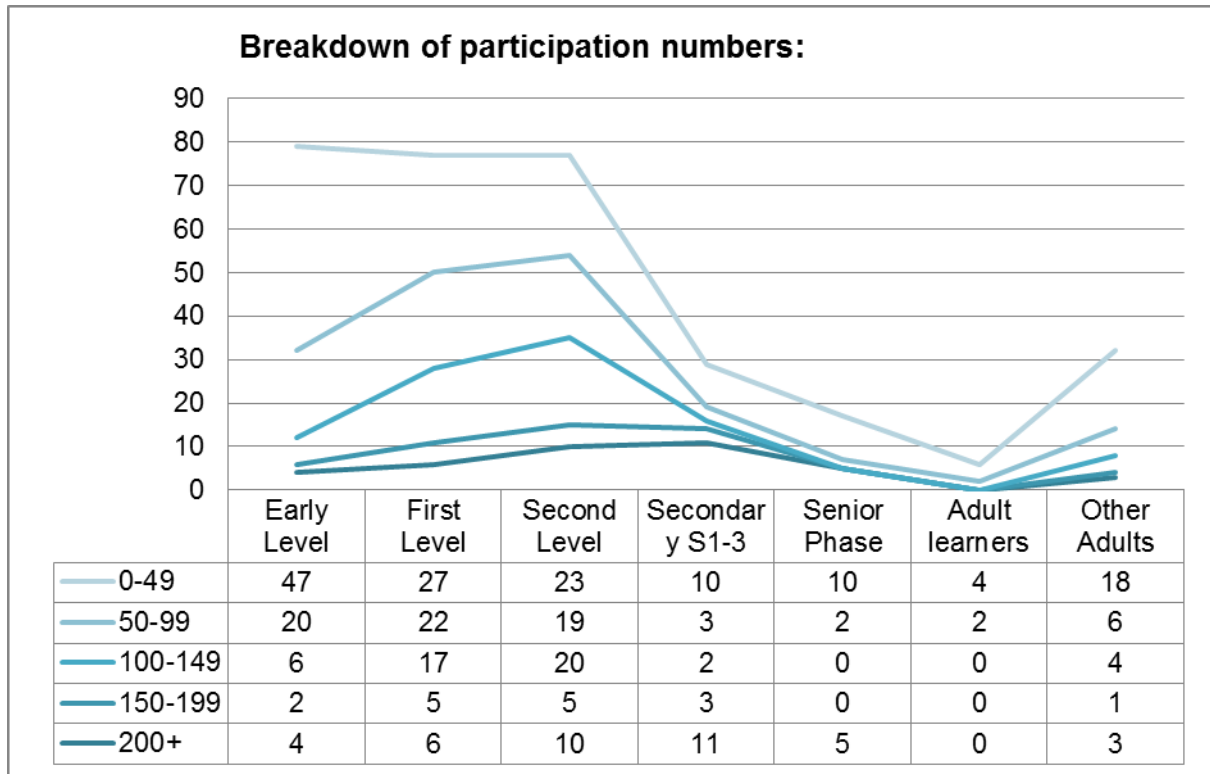
## Appendix 11:

### Schedule of Glow Meet practitioner and learner sessions

3.9.13	Expressive Arts: practitioner session – Arts & Creativity
1.10.13	Literacy and Languages: practitioner Session
29.10.13	Literacy and Languages: learner session
5.11.14	Technologies on Glow: (practitioners) – Meet the Queen’s Baton Designer
26.11.14	Technologies on Glow: (learners)– Meet the Queen’s Baton Designer
3.12.14	Game On Scotland and Religious and moral education: practitioners
17.12.14	Game On Scotland and Religious and moral education: learner session
7.1.14	Numeracy & Mathematics: practitioner session
28.1.14	Numeracy & Mathematics: learner session
30.1.14	Meet Holly Cram, the Game On Ambassador: learner session
4.2.14	Sciences: practitioner session
25.2.14	Sciences: learner session
4.3.14	Health & Wellbeing: practitioner session
25.3.14	Health & Wellbeing: learner session
1.4.14	Social Subjects: practitioner session
29.4.14	Social Subjects: learner session – Quiz BBC’s Mark Beaumont
6.5.14	Equality and Diversity: practitioner session
15.5.14	Meet the Athletes – Introduction
15.5.14	Success through effort – an active workshop session for learners
15.5.14	Athlete Lounge – Q&A session with an exclusive slot for Glow participants: learner session
4.6.14	Meet the Athletes: Sport in a Global Context: learner session
4.6.14	Equality and Diversity – a workshop led by young people
9.6.14	Meet the Athletes: Preparing for the Games: learner session
16.6.14	Mark Beaumont presents: The Queen’s Baton Relay: learner session
20.6.14	The Team behind the Games: Meet the Glasgow 2014 Staff: learner session
24.9.14	Golden Moments: Meet Louise and Kimberley Renicks, Judo Gold Medalists: learner session
30.10.14	Celebrate Success 1: Team Scotland Athletes: learner session
30.10.14	Celebrate Success 2: Game On Scotland Celebration Event (Keynote Address – Young Legacy Ambassador and school presentations): learner session

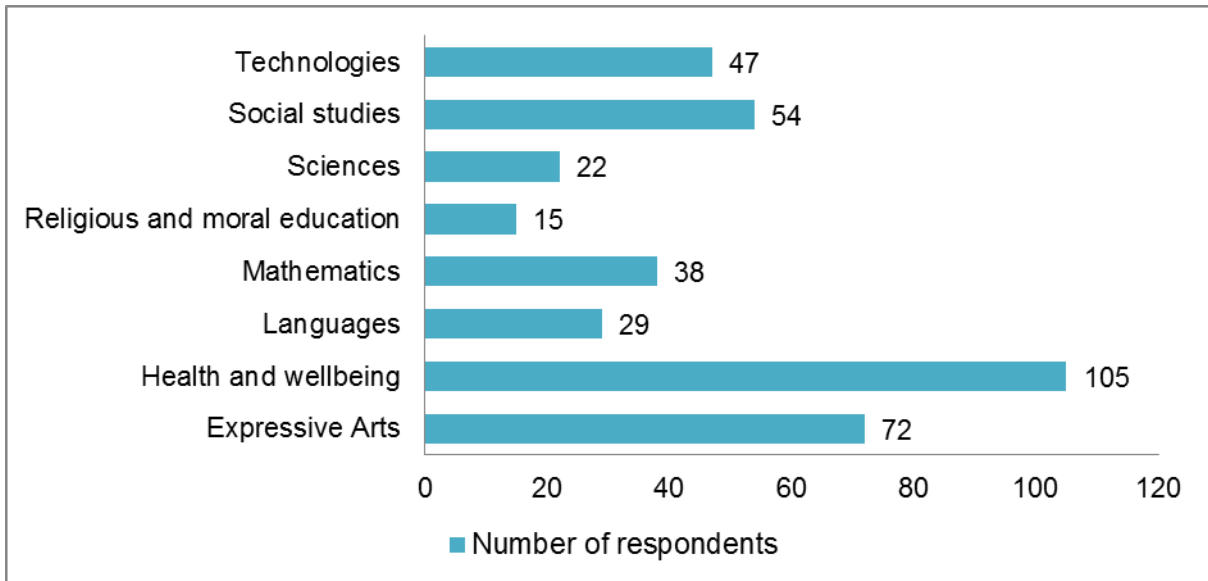
**Appendix 12:**

The table and graph below represents data collected from survey respondents. It outlines the demographic of participants in their Game On Challenge.



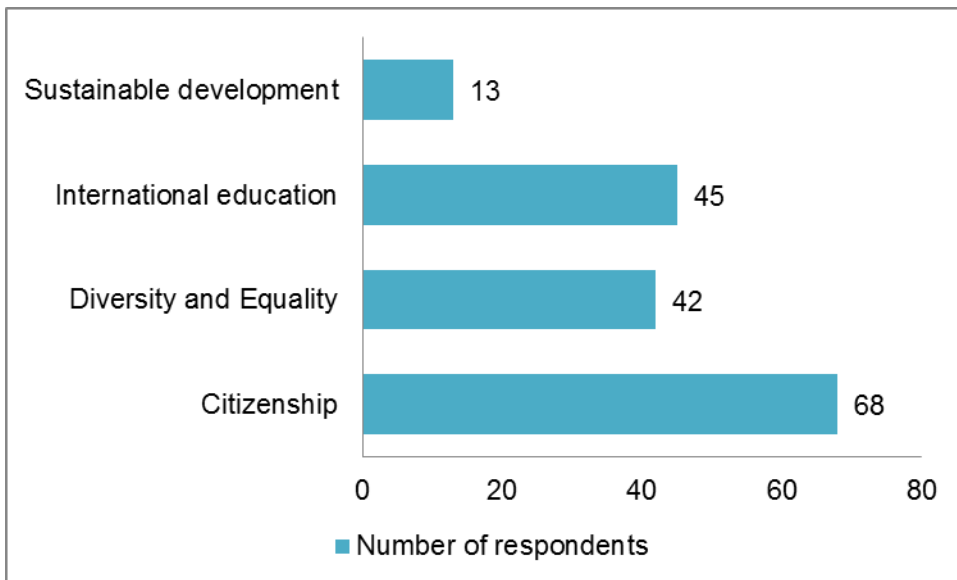
**Appendix 13a:**

**This chart represents data collected from survey respondents. It outlines the curricular areas within their Game On Challenge.**



**Appendix 13b:**

**This chart represents data collected from survey respondents. It outlines the themes across learning within their Game On Challenge.**



## **Appendix 14:**

**Game On Scotland actively promoted the following partnership opportunities promoted via the website**

British Council  
Commonwealth Achievers International  
Commonwealth Class / BBC  
Commonwealth Connections  
Creative writing competition – Royal Commonwealth Society  
Culture 2014 – Creative Scotland  
Distance Challenge – Xtra Yard  
Dribble Challenge – Hockey Scotland  
Get Scotland Dancing  
Glasgow 2014 mascot competitions  
Inspire>Aspire: Global Citizens in the Making  
Into film  
Lead 2014 – Youth Sport Trust  
Sport Relief  
Sport Your Trainers  
The Big Big Sing  
Young Scot Legacy Ambassador programme



**Appendix 15: This table outlines Game On Scotland Resources produced**

<b>Curricular Area</b>	<b>Learning Journey Title</b>	<b>Curriculum for Excellence Level</b>
<b>Expressive Arts</b>	Taking Part	First
	Opening Ceremony	Second
<b>Health and wellbeing</b>	Assembly – Support Team Scotland!	First Second Fourth Senior
	Assembly: Well done, Team Scotland!	First Second Fourth Senior
	Be the best you can be	Fourth Senior
	Fitness, food and fun	Second Third
	How to make an athlete (S1-S3)	Third
	It takes a community to raise an athlete	Second Third
	Mini Games	Early
	Our Games	Second
	Support Team Scotland!	First Second Fourth Senior
	<b>Languages</b>	Dragons' Den Pitch to Promote Sport
Exploring the Games Experience		Third Fourth
From Bhangra to Bagpipes		Second
Gaelic Culture		First Second
Gràin-chreideimh ann an Alba agus thall thairis		Fourth
Great sportspeople		Third Fourth
Scotland on Stage		First Second
Scottish tourism		Third
2014 Commonwealth Games		First Second

**Appendix 15 continued:**

Main Curricular Area	Learning Journey Title	Curriculum for Excellence Level
<b>Mathematics</b>	Athlete's performance	Second
	Designing a Stadium	Third Fourth National 4
	Financial Education	Early First Second
	Financial Education – third level	Third
	Financial Education – third / Fourth Level	Third Fourth
	Maps of venues – Engineering the 2014 Commonwealth Games	Second Third Fourth Senior
	Medals	Second
	What makes a successful athlete?	Third
<b>Religious and moral education</b>	Religion and Sport	Third
	Rights, Values and Goals	First Second
	Sectarianism in Scotland and globally	Fourth
<b>Sciences</b>	Commonwealth Games Day	Early First Second
	Cycling Science	Second
	STEM and the Commonwealth Games – all resources	
	The Science of Sport	First

**Appendix 15 continued:**

Main Curricular Area	Learning Journey Title	Curriculum for Excellence Level
<b>Social studies</b>	Active and Inclusive	Second Third
	Assembly – Destiny, Dreams and Wishes	Second
	Creating ambition – beyond sports	First Second Third Fourth
	Events Management	Third Fourth
	Gender issues in Scotland and overseas	Fourth
	Gifts to and from the Commonwealth	Third
	Glasgow – Constantly renewing	Fourth Senior
	Inspiring Journeys	Second Third
	Scotland on Stage	First Second
	The Commonwealth Games – a focus for human rights, principles and action	Fourth Senior
	The Commonwealth through Scottish Eyes	Second
	Tourism and World of Work	Fourth
	Transport	First Second Third
	Turas Ionnsachaidh	First Second
	What do you know about the Commonwealth Games?	Early
<b>Technologies</b>	Breakfast of Champions	First Second
	Cycling – technology, energy and speed	Third
	Hungry for Success	Second Third

## **Appendix 16: Steering Group Members**

Stuart Angus	Web Content Manager, Education Scotland
Amy Brown	Legacy Plan Coordinator, Scottish Government
Diane Carson	Administration Assistant, Education Scotland
Lorna Gourley	Development Officer, Game On Scotland, Education Scotland
Steven Kidd	Education Programme Manager, Glasgow 2014
Muriel Mackenzie	Policy Manager, Curriculum Unit, Scottish Government
Klaus Mayer	Development Officer, Games Legacy, Education Scotland
Les Maclean	Quality Improvement Officer, Glasgow City Council
Jeffrey Quinn	Curriculum Unit, Scottish Government
Anna Tait	Senior Clerical Officer, Glasgow City Council



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## **Transforming lives through learning**

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