



Active Insight: Evidence in Action

Tip #532



Participation Over Competition

Overview

Prioritising participation in Years F–6 supports students to engage confidently in movement activities that enhance wellbeing. Reducing focus on competition increases inclusion, builds confidence, and promotes positive attitudes. This approach encourages lifelong participation and meaningful engagement across diverse learning contexts. It encourages students to value enjoyment, personal growth, and positive involvement within movement experiences. Embedding participation-focused practices across physical activity settings strengthens belonging, motivation, and engagement.

Key Teaching Ideas

Prioritise participation through movement experiences that encourage inclusion, enjoyment, and positive engagement. Use supportive activities, collaborative tasks, and flexible approaches to strengthen confidence and wellbeing. Encourage students to value effort, personal growth, and active involvement across different movement contexts. Provide opportunities for reflection, teamwork, and experiencing success through varied physical activity experiences. Foster inclusive environments that build belonging, motivation, confidence, and lifelong participation.

Practical Application

- Use cooperative games encouraging teamwork and shared learning experiences consistently
- Design non-competitive challenges supporting inclusive participation and engagement outcomes
- Set group goals promoting collaboration and collective success experiences regularly
- Track participation encouraging involvement and positive engagement behaviours consistently
- Facilitate inclusive discussions reinforcing effort and participation as success measures

Next Steps

Use [Game Sense](#) to prioritise engagement. Inclusive approaches support confidence, participation, and positive attitudes toward movement across all learners.

The Game Sense model is informed by Teaching Games for Understanding (Bunker & Thorpe, 1982), the Game Sense approach (Light, 2013), and contemporary skill acquisition research including ecological dynamics (Davids & Renshaw).

