

# PROJECT PLANNING RESOURCES

sky SPORTS

LIVING FOR SPORT

 /SkySportsLivingForSport

 @SkySportsLFS

In partnership with  
 Youth Sport Trust



These resources introduce ideas for activities and questions for your group to help you deliver your Sky Sports Living for Sport project.

They include a series of activity plans that have been designed by the Youth Sport Trust in collaboration with teachers who are either new to Sky Sports Living for Sport or who have run a Sky Sports Living for Sport project before. These resources:

- Can be used as a 'stand-alone' resource or as themes that could be applied to specific sports activities each week.
- Reinforce the 'six keys to success' which will be introduced by your Sky Sports Living for Sport Athlete Mentor when they visit your school.
- Can inclusively engage and stimulate any secondary school aged student.

#### Activity plan 1 – Orientation

Introduces your project and the key skills and qualities that are the focus of the course: self-confidence and self-esteem, attitudes to learning, health and wellbeing and improving attainment. Participants set their individual goals for the programme.

#### Activity plan 2 – Co-operation

Helps to develop group co-operation and an appreciation of the importance of working together to achieve success/goals.

#### Activity plan 3 – Respect

Looks at developing respect for the project group's participants and that of others.

#### Activity plan 4 – Trust and Communication

Aims to develop the students' understanding of trust and communication and how they impact on a team's effectiveness.

#### Activity plan 5 – Teamwork and Competition

Gives the students the chance to practise the skills and qualities required for successful teamwork. Students develop their teamwork skills under the controlled pressure of mini competitions.

#### Activity plan 6 – Rules and Responsibility

Aims to highlight the importance of rules to create a safe environment in which everyone has the chance to succeed and for the students to recognise their own responsibility and self-management.

#### Activity plan 7 – Celebration and Personal Challenges

Gives the students the opportunity to review the course and recognise the progress they have made. The students can set themselves personal challenges to complete beyond the programme to ensure they sustain their success.

Each of the seven activity plans consists of:

- A theme to set the context of the session which can be adapted to suit a specific sport if required
- Suggested equipment
- At least one starter activity linked to the theme
- A main activity (or series of activities) which provide a more in depth exploration of the theme
- Key questions and reflections to further probe the students' understanding of the theme
- Extension activities to help you to further embed and challenge learning
- Ideas for how the activities can be used to support further achievement across the school

# SIX KEYS TO SUCCESS

## 1. Mental toughness

*"If it is to be, it is up to me!"*

How you cope with family and school pressures and still succeed.

## 2. Hunger to achieve

*"If you always do, what you always did, you will always get, what you always got."*

The desire to improve, to follow your dreams and to learn from mistakes.

## 3. People skills

*"Just do it today."*

Emotional understanding, respect for yourself and others. Teamwork and leadership.

## 4. Life knowledge

*"You get out of life, what you put in."*

To understand the law and the school rules. To be able to make tactical decisions about your life.

## 5. Breaking barriers

*"Success is a choice not a chance."*

The ability to change expectations. To be different. To be the first in your family.

## 6. Planning for success

*"If not you, then who? If not now, then when?"*

The ability to plan your day so you can do your sport, your study, meet your friends and still have time for fun.

From the British Athletes Commission



# ACTIVITY PLAN 1

## ORIENTATION

### Theme/outcomes

To introduce the key skills and qualities required for the project and ask your group to set individual goals.

### Introduce the six keys to success

- 1. Mental toughness** belief in your ability to achieve goals.
- 2. Hunger to achieve** determination to be successful.
- 3. People skills** be positive.
- 4. Life knowledge** always keep your eye on the goal.
- 5. Breaking barriers** be courageous and take the first step.
- 6. Planning for success** if you want time you must make it.

### Equipment

- Benches
- Mats
- Additional optional equipment, e.g. volleyball post, basketball

### Starter activities

#### 1. Memory game

In pairs students talk about themselves, e.g. their name, date of birth, favourite sport, favourite food, pets and aspirations. Their partner listens and recounts the information.

#### 2. Back-to-back stand up

In pairs, students sit on floor back to back with their arms interlocked. Students push against their partner's back to reach the standing position with no hands or knees allowed to touch the floor. Extension ideas: timed races between pairs or students try the same activity in threes.

#### 3. Neutrons

Participants run around a set area. On command of a number eg six, they have to join a group of six within six seconds. This is repeated with differing group sizes and time limits.

#### 4. Bench re-order

Teams of six on a bench. Without leaving the bench the team organise themselves into alphabetical order using the first initial of their name. Repeat but with the team organised by date of birth or by height. Difficulty can be increased by completing the task in silence. Activity could also be a competition against other teams.

### Key questions

- What skills have you used in these activities?
- What skills will you need to be successful over the next seven weeks?

### Wider school reflection

Pupils identify their expectations of the group and decide the parameters of their behaviour. Link these to your expectations as the key staff member.

## Main activity

### River crossing

Participants work in teams to get from point A to point B using mats to cross safely. Optional reward for winning.

### Key questions

- What grade would you award yourselves out of 10 for how well you worked as a team?
- Explain why you gave yourselves that grade.
- What grade would you give yourself for your contribution to the team?
- Who did well in your team and why?
- What do you need to do to be a better team player?

### Wider school reflection

When do you need to work as a team around school?

What do you need to do to be a better team player around school?

## Extension activity

### River crossing

With specific roles given to participants (leader, equipment monitor, motivator, time keeper, health and safety). New rules could be introduced such as:

- transporting additional equipment across the river
- time limits
- in silence
- two members blindfolded

### Key questions

- Can you identify at least one strength for everyone in your team from this task?
- Did you have everyone in the right role?
- What grade would you give your team this time?
- What grade would you give yourself this time?
- From what you have learned today, what are your goals for this course?

## Supporting achievement in the classroom

Other schools have been successful in developing this across the curriculum through:

- Linking to report cards system for other teachers to sign to gain whole school involvement in the project
- Linking into your school's PSHE programme for this age group
- Sharing the goals set on this course with relevant parents, pastoral leaders and PE teachers

# ACTIVITY PLAN 2

## CO-OPERATION

### Theme/outcomes

To develop group co-operation and an appreciation of the importance of working together to achieve success or a goal.

### Introduce the six keys to success

- 1. Mental toughness** tough times don't last but tough people do.
- 2. Hunger to achieve** be enthusiastic.
- 3. People skills** being part of a successful group is as important as leading.
- 4. Life knowledge** keep focused on the task.
- 5. Breaking barriers** a pessimist sees the difficulty in every opportunity; an optimist sees the opportunity in every difficulty.
- 6. Planning for success** failing to plan is planning to fail.

### Equipment

- Hoops
- Balloons
- Ropes
- Cones
- Bamboo canes
- Parachute
- Planks

### Starter activities

#### 1. Hoop circle

Group members link arms in a circle and one pair put their hands through a hoop. The hoop must travel round the full circle without breaking the circle.

#### 2. Disappearing circles

Largest hoop is placed on the floor. Whole group must get fully inside the circle. Once successful, decrease the size of the hoop.

#### 3. Human knot

Teams of six to eight students stand in a circle facing inwards. Each pupil reaches across the circle with their right hand and holds one other person's hand. This is repeated with the left hand but holding a different person's hand. Without breaking hands, unravel the knot until the team is standing in a circle again.

#### 4. Balloon exercises

Challenge participants to keep all balloons (one or more per person) in the air. Once each participant has grasped it, make it harder by adding in more balloons or placing restrictions, e.g. no hands to keep balloons up. Ask participants to keep juggling the balloons, but to sort them into colours. Groups could devise their own balloon games.

### Key questions

- What worked well? What would have been even better if...?
- What planning did you end up doing in between attempts?

### Wider school reflection

Share something positive that you have done this week in school using the skills from last week's session.

## Main activity

### The Unexploded Bomb – UXB

Without entering the bomb zone the group must retrieve the bomb using only the equipment provided and place it in the safe zone.

### Key questions

- Encourage “Plan, Do, Review” for each attempt.
- How did you sort out the different roles required?
- Did you have a leader?
- How did you achieve success or why did you not?
- How does this require co-operation?

### Wider school reflection

Now that you have thought more about co-operation, think of one situation in school and one situation out of school that has required you to co-operate to achieve success – share some examples with the group.

## Extension activity

### Lower the cane

Two teams line up facing each other (standing up) with one arm/finger outstretched. A cane is balanced on their fingers and the group must lower it to the floor without dropping it off their fingers. Every person must have contact with the cane at all times.

### Alternative co-operation challenges

Any of these could replace the starter activities above:

- Parachute games – making a dome requires co-operative timing.
- Giant skis – creating skis with planks and rope, the team walks on them in a race or around a course.

### Key questions

- What is needed for successful co-operation in all of these activities? (leadership, organised effort)

## Wider school reflection

Where/when in the next week might you be required to co-operate? As you go through the week think about how you co-operated and how well you actually co-operated. Why do you need to be good at co-operating around school?

### Supporting achievement in the classroom

- Are any other subjects using team/group work activities that require co-operation?
- Can tutors assign roles to these students that require them to practice their co-operation skills?
- Can the PE dept reinforce this theme through lessons with these students this week?

# ACTIVITY PLAN 3

## RESPECT

### Theme/outcomes

**Developing respect for yourself and for others.**

### Introduce the six keys to success

**1. Mental toughness** knowing how to win is as important as knowing how to lose.

**2. Hunger to achieve** if you can't excel with talent, triumph with effort.

**3. People skills** listen and value the opinions of others.

**4. Life knowledge** you were not born a winner or a loser: you are what you make yourself to be.

**5. Breaking barriers** if you don't go after what you want, you'll never have it.

**6. Planning for success** the future belongs to those who prepare for it.

### Equipment

- Blank postcards
- Cones
- Bench
- Blindfolds
- Softballs

### Starter activities

#### 1. Speed dating

Students form two lines, each standing opposite a partner. One person talks for 30 seconds about what they understand respect to be. The partner listens attentively and then is allowed to ask one question at the end. Students swap places, moving along and repeating with a different partner.

#### 2. Praise words

In pairs students compete to come up with as many praise words as possible.

#### 3. Praise game

In teams of four to six, students sit in a circle. Each member of the circle has a postcard and writes their name on it. In silence the postcard is then passed at the same time to the person on their right. The person who receives the card has to think of the person whose name is on the card and then write something positive about them. The cards are then passed around again in unison until the card has been returned to the owner. The owner has time to read the positive comments.

#### 4. Survival game

In teams of eight, find a solution: a nuclear bomb has been dropped and although a radiation-free shelter is available, it can only hold four people. Students must choose who will survive. Each member of the team is given a role e.g. 40 year-old man, pregnant woman, child, baby, professor, builder, vicar, water engineer.

#### 5. Team mastermind

Four coloured cones are hidden in a line behind a bench on its side. Teams of four start some distance from the bench with lots of cones. The aim is to recreate the order and colour sequence of the hidden cones. After each attempt the teacher is able to help, e.g. "You have two colours correct but none in the right place." Run as a competition.

### Key questions

- Get participants to discuss what respect means to them.
- Were the rules respected?

### Wider school reflection

Who do you respect in school and why? What happens if you don't respect each other?

## Main activity

### Stop the game

Play an activity with no rules. This could be a sport such as dodgeball, football, netball or a classroom-based activity e.g. hangman, subject quiz. Students are allowed to do what they want and no rules are applied. When a pupil wants to add a rule, they have to stop the game and suggest one rule. Continue until the game is managed properly.

### Key questions

- Why do we need to respect people in authority?
- How do we show respect and disrespect in sport?

### Wider school reflection

Over the course of the next week, look out for an example of when a student shows respect either to another student or a member of staff.

## Extension activity

### Krypton Factor

A physical and cognitive task where students work as a team to retrieve clues and solve a puzzle. The puzzle could finish as a respectful saying or word. Students have to run and collect individual letters or a calculation. Students could decide their role in the team based on the students' strengths. Students discuss the different strengths of team members.

### Alternative co-operation challenges

Blind dodgeball – some members of the team are blindfolded and others have to support and include them.

### Key questions

- How well did you work as a team?
- How did you involve your team member who was blindfolded?
- When you were blindfolded, did you feel involved and part of your team?

## Supporting achievement in the classroom

- Share in your whole staff briefing that the participants are focussing on respect.
- Can staff make particular reference to this value if they have any of the students in their lessons?

# ACTIVITY PLAN 4

## TRUST

## AND

## COMMUNICATION

### Theme/outcomes

To develop students' understanding of trust and communication and how they impact on a team's effectiveness.

### Introduce the six keys to success

- 1. Mental toughness** in any moment of decision the worst thing you can do is nothing.
- 2. Hunger to achieve** work out the best way to gain success.
- 3. People skills** take others with you.
- 4. Life knowledge** know the rules but think outside the box.
- 5. Breaking barriers** ideas never work unless you do.
- 6. Planning for success** never say never.

### Equipment

- Mats
- Cones
- Blindfolds
- Benches

### Starter activities

#### 1. Trust falls

Students position themselves safely behind their partner and allow them to rock back and be cradled to return to a standing position.

#### 2. Trust tunnel

Students stand opposite each other and raise their arms towards each other (fingertips should be touching). As each pair does this a tunnel is made down the middle of the line. One person runs through the tunnel and at the latest possible time, the students lift their arms to avoid the runner like a Mexican wave. Runner runs as fast as they can.

#### 3. Sausage factory

Ten students lie on their backs in a line. Students should be lying alternately with legs facing out to the left or right. Ears should be touching! Then all stick their arms in the air to make a human conveyor belt. A brave pupil is then lowered on to the conveyor belt on their back. They must have good body tension and remain rigid. Those lying down should then aim to pass the human sausage down the line only

using their hands. As they release the sausage they can get up and run down to end of line, lie down and continue the conveyor belt effect. This could progress to a team race.

#### 4. Circle sit

All participants form a circle and turn to have their right shoulders in the middle of the circle, standing close to each other. They must now all try to sit down at the same time onto one another's knees and attempt to keep the circle from falling.

### Key questions

- What is trust? What does it mean to you?
- Imagine you are the person taking part and how they feel to be that vulnerable.

### Whole school reflection (from last week)

How well did you meet your targets last week? Did you perform any respectful actions this week? Looking at the starter activities how did you feel being the person falling or going through the tunnel? Did anyone leave their arms in the tunnel or drop you in the falls, how did that make you feel?

## Main activity

### Minefield

Cones are scattered around the gym/sports hall to represent mines. Each team is about to enter the minefield at the same time and the aim is to get all members of the team through safely without touching a mine. However, all but one team member has no sight (students are blindfolded) and the only one who can see has lost the use of arms and legs. Whichever team can get all members safely through the minefield wins. If anyone on the team touches a mine the whole team starts again.

### Key questions

- Would this work if you were alone? How much harder would it be?
- If you are both wearing blindfolds how does your communication change?

### Whole school reflection

How do you communicate with staff in other ways than talking? Body language, expressions. What type of communication can you use?

## Extension activity

### Listen and draw

Sit two students back to back and give one student a picture. Ask the student to describe exactly what he sees in the picture for the other student to draw.

### Sheep and shepherd

In teams of six to eight, the shepherd has to guide his blind sheep into an enclosed area, without making contact with them.

### Alternative co-operation challenges

These could also replace the starter activities above.

- **Blind faith** – In pairs, one person guides their blind partner around an obstacle course.
- **Farmyard animals** – A good starter 'get to know you' game. Students are blindfolded and given one of four animal sounds. Making only that sound they must now find each other and stay together.

### Key question

- What are the other types of communication you have used in these games?

## Supporting achievement in the classroom

- Can the participants describe an activity or task in one of their classes?
- Can they take a section of an assembly or meeting?

# ACTIVITY PLAN 5

## TEAMWORK

## AND

## COMPETITION

### Theme/outcomes

To develop the students' teamwork skills and to give them the opportunity to practise them in a competitive environment.

### Introduce the six keys to success

- 1. Mental toughness** always keep your eye on the goal.
- 2. Hunger to achieve** don't let failure stop you trying.
- 3. People skills** involve others.
- 4. Life knowledge** winning is seeing improvement in yourself.
- 5. Breaking barriers** focus on your strong points.
- 6. Planning for success** have a dream, make a plan, go for it, you'll get there.

### Equipment

- Mats
- Cones
- Hoops
- Sheet
- Paper
- Benches
- Numbered cards
- Ropes
- Blindfolds

### Starter activities

#### 1. Domes and dishes

Cones are placed on the floor half upside down and half the correct way round. Students are placed into two teams. One team is attempting to turn all the cones one way over while the other team are trying to turn them the other way.

#### 2. All aboard

The group are given a hula hoop. They are all asked to be in the hula hoop at the same time. If this is an easy task find an object that is difficult to all 'get aboard'.

#### 3. Sheet fold

Get a large piece of material. The task is to get everyone on the material but each successful attempt, the sheet is folded to reduce size. This can be done with smaller groups and A4 pieces of paper.

#### 4. Three and four-way press up

Participants lie on the floor and form a triangle with feet on shoulder blades. They then work together to attempt to all press up off the ground at the same time.

#### 5. Bridge building

Two benches (islands) are placed 3m apart. In teams of six students have to create a human bridge between the islands with only certain body parts touching the piranha-infested waters, e.g. a total of one bottom, two hands and one foot across the whole team. The bridge has to be held for five seconds.

### Key questions

- What can happen when an activity becomes competitive?
- What do you understand by teamwork?

### Whole school reflection (from last week)

How well did you meet your targets last week? Have you had the chance to communicate to a group of people (your class) this week? How did it feel?

## Main activity

### Key punch – touch a number

- Randomly lay out up to 30 numbered markers or spots in a set area. This forms the keypad.
- Create a starting/finish point up to 10 metres beyond the set area.
- The group must touch all the numbered spots as fast as they can in order. Team is given five attempts and must complete all the attempts within a 30-minute window, while seeking to complete the task and if possible, better their time. The group is penalised when a number is touched out of order and if more than one person is inside the boundary. Teams have five minutes to plan.
- The activity can be presented as a fun team-building initiative problem: there is a computer virus and the team must punch in the correct code or the entire database will be lost!

### Key questions

- How do we recognise and use each group member's strengths and weaknesses.

## Whole school reflection

How does competition make you feel? It can make you work better to achieve something, it can also be damaging if group members don't respond positively to it. Can you recognise your own strengths and weaknesses? How do these contribute to a successful team? Write them down and discuss.

## Extension activity

### Rope swamp

In teams of six, using gym ropes and mats, the whole team has to get across the swamp from one island (mat) to another island (mat) using only the ropes. The ropes must be still in the middle of the swamp at the start. If successful, add some equipment, or compete against other teams, or blindfold members of the team.

### Key question

If we need to use every group member then how do we recognise and use their strengths to cover other people's weaknesses?

## Supporting achievement in the classroom

- Teamwork is identified as a focus area for students in their report cards.
- Students are set competitive targets to achieve in different subjects.
- Students are challenged to lead a team in their form class to achieve a goal.
- Students work as a team to organise a whole school event or assembly on the importance of good teamwork.
- A senior member of staff is invited to discuss staff team work and its importance.

# ACTIVITY PLAN 6

## RULES

## AND

## RESPONSIBILITY

### Theme/outcomes

**For all students to understand the importance of rules to create a safe environment in which everyone has the chance to succeed.**

### Introduce the six keys to success

**1. Mental toughness** use competition in a positive way.

**2. Hunger to achieve** passion will help you to excel.

**3. People skills** motivate others.

**4. Life knowledge** the harder you work the luckier you get.

**5. Breaking barriers** be satisfied with nothing but your best.

**6. Planning for success** be your best.

### Equipment

- Story pictures
- Dice/counters
- Range of games equipment

### Starter activities

#### 1. Storytelling

In a group create a story from a set of individual pictures or give the opening sentence of the story and each person has to carry on with the next part of the tale.

#### 2. Dice and counters

Give the group dice and counters to make a fun active game.

#### 3. Rock – paper – scissors

Play 'rock – paper – scissors' to show pairs the rules and the competition. Then pairs make up their own version with actions and noises, e.g. surfer, wave, shark.

#### 4. The Apprentice

In groups – decide on a new rule that you think should be introduced into school. Present your idea to the Apprentice Board who decides the best suggestion. Include in your pitch:

- Why you want to introduce your new rule?
- Who the rule will benefit?
- How easy/hard it will be to enforce?
- How you will tell others about your rule?

### Key questions

- What are the issues?
- Is it fun for everyone?

### Whole school reflection (from last week)

How well did you meet your targets last week? Can you think of a time when you/others broke the rules?

What happened? Was it like the game we just played?

## Main activity

### Make up a game

In groups, create your own game from a selection of the equipment provided. Ensure that everyone can participate. Decide on who is the team leader and the team's responsibilities. Decide on the rules for the game.

### Key questions

- What is the objective?
- How do you score?
- How do you keep everyone safe?
- How can you involve everyone?
- Has everyone helped make your game?

### Whole school reflection (from last week)

What makes a good rule? Why have you chosen each rule? Introduce concept of a student contract—what rules should they follow outside/after the course?

## Extension activity

### Teach your game to others

- Discuss the merits of each game.
- Decide on a scoring system to judge the merits of each game.
- Use praise phrases to highlight good parts.
- Can you make suggestions to improve the games?

### Key questions

- What rules are needed to make the game work?
- Can adding or changing rules improve the game?
- How do we ensure everyone abides by the rules?

## Supporting achievement in the classroom

- Why is it important to create rules in a classroom environment?
- Who should create these rules?
- Can teachers support participants in creating a 'code of conduct' for the classroom?
- Can the participants create rewards and sanctions linked to their code of conduct.

# ACTIVITY PLAN 7

## CELEBRATION/

## PERSONAL

## CHALLENGES

### Theme/outcomes

To review the course and celebrate and demonstrate an achievement. To set a personal challenge beyond the end of the project.

### Introduce the six keys to success

**1. Mental toughness** if in doubt; give it a try.

**2. Hunger to achieve** aim high.

**3. People skills** praise others.

**4. Life knowledge** will you look back on life and say "I wish I had" or "I'm glad I did"?

**5. Breaking barriers** keep your dream in front of you; never let it go.

**6. Planning for success** success does not rest.

### Equipment

- Cones
- Tennis balls
- Footballs

### Starter activities

#### 1. Team pursuit

In teams of four within a set time limit eg five or ten minutes, the team has to accrue as many points as possible. Each pupil has to run to a cone of their choice and return to the team. Four cones are placed at different distances with the points tariff higher at the further cones. The team should plan their pursuit, taking into consideration personal strengths and limitations.

#### 2. Three-ball juggling

- Individually, how many can students do before dropping a ball?
- In twos, repeat the task but with a partner encouraging the juggler and assisting with tips.
- In a group – what is the total score?

#### 3. Keepie Uppies

Repeat the challenges set in the previous activity but aiming to keep a ball in the air using feet, lower legs, knees, chest, shoulders or head.

#### 4. Skipping

- Individual skipping challenges
- Long rope team skipping – how many can skip at one time?
- Running under or over the rope

### Key questions

- What is a challenge?
- Why should you challenge yourself in life?

### Whole school reflection (from last week)

What challenges have you undertaken on this course?

## **Main activity**

### **Planning session**

- Discussion – what have students got out of this course?
- Describe/show what activities have been done through song, acting, poetry, art etc.
- Students select one activity they enjoyed and prepare to run/show that activity to an audience. They should be prepared to explain the value of the activity.

### **Key questions**

- Which activity will you run?
- What skill does it develop?
- Who will be your audience?
- When will this take place?

### **Whole school reflection**

What will you develop by planning and demonstrating your activity?

## **Extension activity**

### **Setting your own personal challenge**

Discuss what sort of challenge the students could set themselves.

- Sporting
- In the community
- Leadership
- Environmental
- Mentoring
- Improving own performance
- In another subject
- Students set own their personal challenge in discussion with the Lead Teacher. Consider the timeframe and if any further support is needed.



sky

Believe in better