

MY VALUES, MY FUTURE

ENRICHING STUDENT DEVELOPMENT,

BEHAVIOUR AND WELFARE

INFORMATION FOR TEACHERS:

England Rugby is supporting rugby clubs, schools, colleges and universities across the country to bring rugby union to young people. Rugby's values of Teamwork, Respect, Enjoyment, Discipline and Sportsmanship are the cornerstone for everyone who comes into contact with the sport. This is just as important off the pitch as on it; so we have developed My Values, My Future resources to help education institutions share the values in a classroom setting and work with their students for their future.

In February 2015, the Department of Education and Ofsted released a publication entitled "Better inspection for all". This publication will lead to the new Common Inspection Framework (CIF) which will be published ready for implementation in September 2015.

The new CIF will be the framework for all sectors including sixth form colleges and further education providers. Within this framework will be a new judgement entitled "personal development, behaviour and welfare". This programme from England Rugby meets the needs of this section of the Common Inspection Framework. It is just as useful for those learners on an academic programme as it is for those learners on a vocational or apprenticeship programme.

These lesson plans will develop a learner's transferable skills and core values which are as essential to the learner's employability as to the new Ofsted criteria.

The first and last lesson need to be delivered in that order. The other lessons may be delivered in the sequence they are presented but, where a teacher/instructor/tutor feels they need to be in a different order to make them more relevant to the study/work cycle of the learner, this will not affect the impact of these sessions.

LESSON PLANS VALUES AND STATEMENTS

1. TEAMWORK: Embracing the team

I understand I am an individual but I am also part of a team.

2. SPORTSMANSHIP: Integrity

I understand that a happy and fulfilled life means I will follow my own path while maintaining positive relationships with others and taking their thoughts and feelings into account. I know I can learn strategies for dealing with relationship difficulties and that integrity, sincerity, trustworthiness and loyalty to others are what ultimately count.

3. RESPECT: Supporting each other

I know it is important to respect and value others to ensure enjoyment for all and I must also support them when they are experiencing difficulties, just as I know I might have to seek the support and assistance of others when I am going through tough times. This will help everyone enjoy life!

4. RESPECT: Accepting each other

I understand that not everyone responds in the same way to similar situations and I know that I must try to respond to and be respectful of others' needs, while understanding and accepting their differences.

5. DISCIPLINE: Control

I understand that I am ultimately responsible for my own development, but I must also respect others who are on a similar path.

6. TEAMWORK: Resilience

I understand that it is up to me to face new tasks and challenges in a positive way. Rather than blaming others for any disappointments and set-backs, I must be resilient and optimistic and look for my own ways to improve my life. Then I can be proud of myself. I can also celebrate the achievements of others and feel proud to be associated with them.

7. DISCIPLINE: Strength of character

I understand that making mistakes is part of the learning process and that from failure comes greater understanding of how I can control and influence events which affect me and I know how to move on in a positive way.

8. ENJOYMENT: Motivation

I understand the need to take responsibility for my own life and I look forward to approaching any new tasks and challenges that I might face in a positive and optimistic way.

9. RESPECT: Appreciating each other

I know what I value but I do have realistic expectations and I can recognise my areas for improvement. I know what I must do to strengthen these weaknesses, at the same time taking into account the views and values of others.

10. SPORTSMANSHIP: Camaraderie

I understand that sometimes it is important to express my emotions clearly and appropriately but that at other times it is better to remain silent, listening carefully to others.

11. TEAMWORK: Empathy

I have a range of strategies to manage my impulses and emotions. These strategies help me to try and understand others as much as possible and make sure that I do not behave in ways that have negative consequences for me or other people.

12. ENJOYMENT: Fun, passion, positivity

I know what makes me feel focused, energised and engaged and I understand how to feel good without compromising my health and wellbeing or that of others. I understand that I have control over my actions and therefore I can overcome difficulties and maintain my physical and spiritual health. I understand how to work as a member of a team and the benefits of this to me and to others.

LESSON 1:

TEAMWORK EMBRACING THE TEAM

STATEMENT

“ I UNDERSTAND I AM AN INDIVIDUAL BUT
I AM ALSO PART OF A TEAM ”

INTRODUCTION

Watch motivating video introducing England Rugby's core values to the group

- Lesson 1 Video 1 – celebrating everyday heroes

What are the core values of rugby?

What are the college's values?

What similarities are there between the college's own values and the core values for rugby?

ACTIVITIES

Explore situations where students will have some collective responsibility and therefore will need to embrace others' ideas and work together: both at college in subject and tutor groups and during social situations e.g. making decisions about where to go and what to do at the weekend.

Put students into three groups and ask them to create a funfair using the items they have been provided with. Give the groups five minutes to design their funfair and ask them to present it to the rest of the group.

Ask each group to answer one of the following questions on a large piece of paper:

Group A: Reflecting on the group activity, how important was the role of each individual to the success of the team? Why is it important for everyone to embrace their role in the team?

Group B: What do you need to do in order to succeed as part of the college community? What benefits would there be to embracing the challenges that are here?

Group C: Is practising fair play within the team always the easiest option? Why is it important to embrace fair play on and off the rugby pitch or within any other group in any situation?

Now rotate the sheets and ask the groups to add their ideas in a different colour, and then repeat.

Finally, return the sheet to the first group and ask them to feed back the ideas in order to facilitate a discussion about working as part of the team, the advantages and challenges.

Watch these examples from England Rugby about the benefits of teamwork:

- Lesson 1 Video 2 – Women's RWC Final Try

- Lesson 1 Video 3 – Stuart Lancaster on Teamwork

- Lesson 1 Video 4 – Eng v Ire Try

- Lesson 1 Video 5 – Little men of rugby

- Lesson 1 Video 6 – JJ doing it for the Team

PLENARY

Ask each group to write a description of the benefits of being a member of a team that embraces challenge and difficulty as opposed to a team that tries to avoid challenge.

What do you understand is meant by 'embrace' and 'being part of a team'? Ask the class to conclude with a definition of each.

Allow five minutes at the end of the lesson for students to self-reflect using their course booklet and to consider situations where they worked with others on a difficult task. Record what they would do differently next time they are in that situation.

RESOURCES

A3 paper, marker pens, Items for students to design a funfair (sellotape, pens, paper, paper clips, string, etc.)

A3 paper for diagrams, marker pens, Blu Tac

LESSON 2:

SPORTSMANSHIP INTEGRITY

STATEMENT

“ I UNDERSTAND THAT A HAPPY AND FULFILLED LIFE MEANS I WILL FOLLOW MY OWN PATH WHILE MAINTAINING POSITIVE RELATIONSHIPS WITH OTHERS AND TAKING THEIR THOUGHTS AND FEELINGS INTO ACCOUNT. I KNOW I CAN LEARN STRATEGIES FOR DEALING WITH RELATIONSHIP DIFFICULTIES AND THAT INTEGRITY, SINCERITY, TRUSTWORTHINESS AND LOYALTY TO OTHERS ARE WHAT ULTIMATELY COUNT ”

PRE-LEARNING

Exercise 1: A sorting exercise where the students are asked sort behaviours into columns based on whether they feel that they display integrity in relationships.

Exercise 2: Students are asked to view a photo story - Snack Decision - about a scenario within college. The scenario prompts them to reflect on how they might maintain integrity in such a situation.

Click here to access pre learning resources: http://www.iflourish.co.uk/rfu/start_here.html

INTRODUCTION

Underlying themes:

- Why are relationships important?
- How can you build positive relationships? What qualities are important?
- Why is it important to manage your feelings when building relationships

ACTIVITIES

Exploring the concept of relationships using examples from three areas of life, as a citizen, as a student at college and during social situations.

Bring a pile of newspapers and magazines, divide the class into three groups and ask the students in the groups to cut or tear out examples of relationships, as illustrations from the area of life they have been asked to investigate (citizen, student, social situations).

- Using the students' examples, draw out in discussion the importance of integrity in relationships. (Integrity, the quality of being honest and having strong moral principles)

Use rugby's example of good practice of integrity as a sporting principle (Lesson 2 Video 1, Video 2, Video 3, Video 4, Video 5 and Video 6).

Each group is asked to prepare a five minute presentation about the meaning and relevance to their lives of their examples, also showing the need for the principle of integrity in relationships in college life,

sporting/social life and our lives as citizens of this country and the world. This can be done by the students using their examples as a contrast to or illustration of integrity in relationships.

This should lead to an understanding for the students of:

- What do you understand by the term 'integrity'?
- The impact of this principle on current affairs (choose a current example to demonstrate)
- The impact of this principle on college specific experiences (e.g. cheating, plagiarism)
- The impact of this principle on social situations (e.g. conduct on and off the pitch)

PLENARY

- Why is integrity important when building any relationship? Give students one minute to record their key points.

Allow five minutes at the end of the lesson for students to self-reflect using their course booklet and to consider situations in life where being mindful of integrity and its impact on situations, will lead to better relationships.

RESOURCES

- Dictionary definitions, newspapers and magazines
- Paper/IT resources for presentations

LESSON 3:

RESPECT SUPPORTING EACH OTHER

STATEMENT

“ I KNOW IT IS IMPORTANT TO RESPECT AND VALUE OTHERS TO ENSURE ENJOYMENT FOR ALL AND I MUST ALSO SUPPORT THEM WHEN THEY ARE EXPERIENCING DIFFICULTIES, JUST AS I KNOW I MIGHT HAVE TO SEEK THE SUPPORT AND ASSISTANCE OF OTHERS WHEN I AM GOING THROUGH TOUGH TIMES. THIS WILL HELP EVERYONE ENJOY LIFE! ”

INTRODUCTION

Why is it important to value, respect and support each other in order to enjoy life?

ACTIVITIES

1. Exploring the concept of value and respect leading to enjoyment for all.
 - Bring in three items, a valuable item (e.g. jewellery/rugby ball), an item which deserves respect (certificate/whistle), and an item which brings enjoyment (e.g. music/team photo)
 - Ask the students to create a diagram showing how all three concepts are interlinked
 - Ask students to display their ideas in the room and let the other students go round looking at the ideas and taking further thoughts back to their own diagram to develop it.
2. Exploring the concept that when any or all of these three break down, what we have to do to repair them?
 - Swap the diagrams and ask a different group to suggest how these may be damaged.
 - Get the group to annotate the diagram with their ideas.
 - Hand the diagram back to the original group and ask them to show how these problems could be resolved.
 - Use examples from rugby to demonstrate support mechanisms. (England Rugby examples)
 - Ask the group to annotate their diagram with the solutions.

PLENARY

Ask each group to write a description of the benefits of being a member of a team that embraces challenge and difficulty as opposed to a team that tries to avoid challenge.

What do you understand is meant by 'embrace' and 'being part of a team'? Ask the class to conclude with a definition of each.

Allow five minutes at the end of the lesson for students to self-reflect using their course booklet and to consider situations where they worked with others on a difficult task. Record what they would do differently next time they are in that situation.

RESOURCES

A3 paper, marker pens, Items for students to design a funfair (sellotape, pens, paper, paper clips, string, etc.)

Lesson 3 Video 1 – BB interview post Australia match

Lesson 3 Video 2 – BY respect for DC

Lesson 3 Video 3 – Try Time for Ethan

LESSON 4:

RESPECT ACCEPTING EACH OTHER

STATEMENT

“ I UNDERSTAND THAT NOT EVERYONE RESPONDS IN THE SAME WAY TO SIMILAR SITUATIONS AND I KNOW THAT I MUST TRY TO RESPOND TO AND BE RESPECTFUL OF OTHERS’ NEEDS, WHILE UNDERSTANDING AND ACCEPTING THEIR DIFFERENCES ”

INTRODUCTION

Watch video from rugby demonstrating respect on and off the pitch, especially between players and the referee and/or the coach.

- Lesson 4 Video 1 – Chris Robshaw respects Nigel Owens (referee)
- Lesson 4 Video 2 – Nigel Owens ‘this is not soccer’

ACTIVITY 1

- Divide students into two groups, each with a number of post-its and a marker pen.
- One group is to write down ideas about the statement “What do you understand by the term respect?”
- The second group does the same for the statement “Why is it important to respect others’ opinions?”
- Feedback from each group to the class..

ACTIVITY 2

- Divide students into groups of three or four. Using the PowerPoint, students should discuss the questions above in relation to each of the slides.
- Give each group of students a copy of each slide and more post-its to stick to the slides.
- Different members of each group could feedback to the class on different slides.

PLENARY

Allow five minutes at the end of the lesson for students to self-reflect using their course booklet and to consider how respect impacts on teamwork within this group and the college as a whole.

RESOURCES

- Lesson 4 PowerPoint 1 - presentation and copies of slides
- Post-it notes, A3 paper for mind maps, marker pens

LESSON 5:

DISCIPLINE CONTROL

STATEMENT

“ I UNDERSTAND THAT I AM ULTIMATELY RESPONSIBLE FOR MY OWN DEVELOPMENT, BUT I MUST ALSO RESPECT OTHERS WHO ARE ON A SIMILAR PATH ”

PRE-LEARNING

Introduction: This introduces the concept of a locus of control i.e. the extent to which individuals believe they can control events affecting them. It uses quotes from famous sportspeople to demonstrate internal and external factors on sporting success. Exercise: Students are asked to view a video clip showing the events surrounding a sending off in an important Rugby Union final. They are asked to consider which factors were within the offending players control and outside his control. Click here to access pre learning resources: http://www.iflourish.co.uk/rfu/start_here.html

INTRODUCTION

- Lesson 5 Video 1 – Stuart Lancaster on “soft-stuff”
“A locus of control orientation is a belief about whether the outcomes of our actions are contingent on what we do or events outside our personal control.” Zimbardo (1985).

Some interesting facts:

- Males tend to be more internal than females.
- As people get older they tend to become more internal.
- People higher up in organisational structures tend to be more internal.
- People who are more external are more relaxed.

ACTIVITIES

Which factors lead you to success?

- Ask students for examples of a successful outcome where they feel that their success was guided by an external locus of control e.g. fate, luck, other external circumstances?

Then...

- Ask students for examples of a successful outcome where they feel that their success was guided by an internal locus of control e.g. personal decisions and efforts?
 - Lesson 5 Video 2 – SL on OF commitment
- This should highlight how, for many people, it is a mixture of both.

Think of a time when things went really well for you.

- Student reflects on their own examples – thinking about where you were, what was the environment like, who or what did you learn

from, how do you know you were successful? Was this through internal or external means?

- How important was discipline in all of this? You can use rugby or other examples to demonstrate how discipline has an impact on participants
 - Lesson 5 Resource 5 – JW Practice makes perfect
 - Lesson 5 Video 3 – Owen Farrell kicking practice
- Make a note of the thoughts and ideas about these points.

In pairs compare ideas which arise from their reflections.

- Trade ideas and methods with the rest of the group (swap an idea for another idea).
- Have you learnt something from another student which may help you become more successful?
- Student sets their personal targets to improve their chances of success in any part of college life.

PLENARY

How can understanding each others' influencing factors have an impact on the individual and the team? Allow five minutes at the end of the lesson for students to self-reflect using their course booklet and to consider what they have learnt about themselves, which they did not know before and which new techniques they want to try during their time at college in and in everyday life.

RESOURCES

Paper, post-its for exchanges
Lesson 5 Resource 1-4 PSHE Core Values templates

LESSON 6:

TEAMWORK RESILIENCE

STATEMENT

“ I UNDERSTAND THAT IT IS UP TO ME TO FACE NEW TASKS AND CHALLENGES IN A POSITIVE WAY. RATHER THAN BLAMING OTHERS FOR ANY DISAPPOINTMENTS AND SET-BACKS, I MUST BE RESILIENT AND OPTIMISTIC AND LOOK FOR MY OWN WAYS TO IMPROVE MY LIFE. THEN I CAN BE PROUD OF MYSELF. I CAN ALSO CELEBRATE THE ACHIEVEMENTS OF OTHERS AND FEEL PROUD TO BE ASSOCIATED WITH THEM ”

PRE-LEARNING

Exercise 1: Listen to a short extract of a talk from an elite athlete explaining why he/she feels proud to be part of that sport.

- Lesson 6 Video 1 Taylor on Pocock resilience

Exercise 2: A sorting exercise where the students are asked sort statements about resilience into columns based on whether they feel that they are true or false. Click here to access pre learning resources: http://www.iflourish.co.uk/rfu/start_here.html

INTRODUCTION

- What is resilience? Being able to recover quickly from difficulties.
- Why does that make you feel proud?

- +	+ +
- -	+ -

+ = resilient/proud

- = lack of resilience/pride

ACTIVITIES

1. Resilience: college studies, applying for jobs, interview failures are all situations which need a person to be resilient; this is the start of the list on the board, ask students to come out to the board and add their ideas to the list. Teacher to set the scene by making sure students understand all these concepts.

2. Pride: what is pride? For example, representing a national team, being part of a successful organisation, the feelings of pride, the ongoing need for resilience. Use rugby example to demonstrate how important resilience can be to achieve pride.

- Lesson 6 Video 2 - SL on playing for England
- Lesson 6 Video 3 - Sarah Hunter on RWC win
- Lesson 6 Video 4 - Care on England place

A resilient person is usually a person who has pride in themselves.

3. Students to work in pairs with these thoughts and ideas to guide them as they try to put examples on the quadrant:

- Identify situations/illustrations for each quadrant, using any combination of pride and resilience, to learn about the need for resilience and pride

- How does having pride in what you do have an impact on your resilience?

Prompts:

- Do you always have to be optimistic and proud to be resilient?
- Is resilience ever detrimental in life?
- Why is resilience thought to be a necessary human characteristic?

4. Write the recipe for resilience. Students to include pride in this.

PLENARY

Discuss the question.....

- Why are pride and resilience important when working as part of a team?

Allow five minutes at the end of the lesson for students to self-reflect using their course booklet and to consider how pride and resilience can have a positive effect on teamwork and why.

RESOURCES

Talks for illustrations of pride and resilience possibly from the internet or in house

Large quadrant for each pair of students

Additional rugby resources:

- Lesson 6 Resource 1 - civil rights workshop
- Lesson 6 Resource 2 - history links

LESSON 7:

DISCIPLINE STRENGTH OF CHARACTER

STATEMENT

“ I UNDERSTAND THAT MAKING MISTAKES IS PART OF THE LEARNING PROCESS AND THAT FROM FAILURE COMES GREATER UNDERSTANDING OF HOW I CAN CONTROL AND INFLUENCE EVENTS WHICH AFFECT ME AND I KNOW HOW TO MOVE ON IN A POSITIVE WAY ”

INTRODUCTION

What influences our own strength of character?

Students read the summary based on the BBC1 documentary 'Life and Death Row' and discuss the issues involved (Lesson 7 Resource 7 - life on death row). Teachers can ask a series of questions that relate to the chain of events such as:

Paragraph 1:

What do you think Robert Purnell thought about Daniel Nagle's decision to give him a written warning? What feelings do you think led to Robert Purnell's actions?

Paragraph 2:

Do you think there is a connection between Robert Purnell's upbringing and the murder of Daniel Nagle?

Paragraph 3:

Do you think there is a connection between Daniel Nagle's death and his wife, Crystal's imprisonment?

Paragraph 4:

Why do you think that Della Nagle and Crystal Nagle responded so differently to Daniel's death?

Explain to the students that this is an extreme example of the topic that they are going to look at today but that the principles are the same, actions have consequences.

ACTIVITY 1

Investigate how thinking influences feelings, which in turn influence behaviour.

Use Invictus poem as an example (Lesson 7 Video 4 & Video 5).

Give the students a scenario and get them to write their thoughts, feelings and behaviours on different coloured post-it notes.

- Ask the students to write down different thoughts on e.g. yellow post-its.
- Ask the students to write down different feelings on e.g. green post-its.
- Ask the students to write down different behaviours on e.g. pink post-its.

Teachers should explain and give examples of thoughts/feelings/behaviours

Examples:

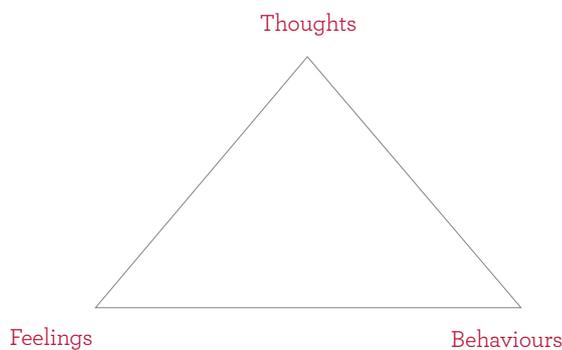
Behaviour: My rugby team loses a match
Thoughts: I think my team is rubbish at rugby
Feelings: Demotivated
Behaviour: I leave the team

Or

Behaviour: My rugby team loses a match
Thoughts: I think we need to improve our cardio vascular fitness in order to do our job properly.
Feelings: Motivated
Behaviour: Carry out more cardio vascular exercises specific to rugby.

- Lesson 7 Video 1 – SL learning from defeat
- Lesson 7 Video 2 – James Haskell interview
- Lesson 7 Video 3 – Rugby building character

- Students are to sort the piles so that they can discuss different feelings, thoughts and behaviours which go together when you introduce the scenarios on page 3.
- You could draw multiple copies of the model on the white board (one triangle for each scenario) and ask the students to come forward and stick their post-it notes to the board.



Scenarios:

- You receive a bad mark on your essay.
- You are out with your friends and they decide to stay out all night.
- You are coming to the end of your studies and you have to decide what to do.
- You wake up with a headache on a college day.
- You have been sin binned in a game of rugby (you could debate whether this would lead to a different scenario if it was a football player receiving a yellow card).
- You are an inmate in a prison who has been given a written warning.

The teacher could lead a discussion about how our thoughts and feelings can influence behaviour.

The discussion could look back at Della and Crystal Nagle and could explore the idea that although both women would have been devastated at the loss of their brother/husband, their thoughts and feelings about how to deal with the situation were different and this created a different set of behaviours for each woman.

PLENARY

Allow five minutes at the end of the lesson for students to self-reflect using their course booklet and to consider how thoughts, behaviours and feelings influence their character and the team.

RESOURCES

Post it notes (pink, yellow, green)

Photocopies of the summary of the BBC1 documentary

BBC1 documentary

Additional rugby resources:

- Lesson 7 Resource 1-4 – Apartheid
- Lesson 7 Resource 5-6 – WWI rugby heroes

LESSON 8:

ENJOYMENT MOTIVATION

STATEMENT

“ I UNDERSTAND THE NEED TO TAKE RESPONSIBILITY FOR MY OWN LIFE AND I LOOK FORWARD TO APPROACHING ANY NEW TASKS AND CHALLENGES THAT I MIGHT FACE IN A POSITIVE AND OPTIMISTIC WAY ”

INTRODUCTION

Teacher encourages the students to talk about what motivates them

- What motivates you to get up in the morning?
- What motivates you to come to college?
- Are you more motivated if you enjoy doing something?
- How do you motivate yourself if you don't enjoy something but you know that you need to do it to achieve your goals?

ACTIVITY

Focus on adapting:

The teacher could show a clip of Toy Story 3 where the toys have fallen into the furnace (Lesson 8 Video 2 - Toy Story 3 - The Furnace)

The students could work in groups to create a small presentation on flip chart paper about a similar situation in their life where they felt like they were facing certain doom. They should include:

- A brief explanation of what the situation was
- An explanation of how they felt
- An explanation of how they got out of the situation
- Details of what motivated them to change the situation

The students can present their stories to the group

The teacher should encourage the students to think about the idea that everyone gets stuck sometimes and we often feel that we are going nowhere. However, if we try to adapt and change our approach, we can often overcome our difficulties.

Good quote to use with the students – “Insanity: doing the same thing over and over again and expecting different results.” Albert Einstein. A good link to make to this quote is Angry Birds or Candy Crush Saga!

Focus on overcoming failure:

Watch this commercial for Nike featuring Michael Jordan talking about failure (Lesson 8 Video 3 - Michael Jordan failure). The teacher could discuss how getting stuck/failure can actually be a positive experience.

Watch the video about famous people who have failed (Lesson 8 Video 4 - Famous Failures). The teacher could discuss how some of the failures led to the famous figures working harder and achieving their goals (Edison, Michael Jordan) and others who adapted their approaches to become successful (Oprah - switched from being a news anchor to being a talk show host). Failure can be seen as an inevitable part of life that can teach someone a lot - although it might hurt at the time.

Use rugby example of motivation to succeed, particularly where it has been necessary to adapt to a situation or in the face of adversity: Lesson 8 Video 1 - Nick Easter on England recall, also Lesson 8 Video 7 - Tom Youngs how to build a hooker

Teachers might want to show a clip of Andy Murray after losing Wimbledon in 2012 (Lesson 8 Video 5 - Andy Murray interview). It would be good to remind students that the following year he won Wimbledon and to emphasise his sportsmanship and dignity in defeat.

PLENARY

- What motivates a team to succeed in the face of adversity?

To help explore this issue, teachers might want to show this clip from the movie 'Friday Night Lights' where Coach Gaines talks about the idea of perfection being able to look your teammates in the eye and know you have tried everything (Lesson 8 Video 6 – Friday Night Lights).

Allow five minutes at the end of the lesson for students to self-reflect using their course booklet and to consider how motivation and adaptability may be something they want to use more of in their life.

RESOURCES

Flip chart paper

Access to the internet and youtube.com specifically

Further resources/articles for students to explore:

<http://www.bbc.co.uk/news/business-27068901>

<http://www.bbc.co.uk/news/magazine-26359564>

Additional rugby resources:

- Lesson 8 Resource 1 – immersive learning – officials kit

LESSON 9:

RESPECT APPRECIATING EACH OTHER

STATEMENT

“ I KNOW WHAT I VALUE BUT I DO HAVE REALISTIC EXPECTATIONS AND I CAN RECOGNISE MY AREAS FOR IMPROVEMENT. I KNOW WHAT I MUST DO TO STRENGTHEN THESE WEAKNESSES, AT THE SAME TIME TAKING INTO ACCOUNT THE VIEWS AND VALUES OF OTHERS ”

INTRODUCTION

Respecting and valuing myself and others

ACTIVITY 1 Discussion

What are my strengths and what are my areas for improvement?

- Brainstorm in groups of three what are believed to be the beneficial human characteristics and what are thought to be detrimental human characteristics?
- Confidentially, the group should identify a strength and weakness for each member of the group. These can be shared with individuals in a confidential manner, if the teacher thinks it is appropriate.
- These characteristics should be written on post-its and displayed on the board in two categories. Individual students should not be identified.

ACTIVITY 2 Impact of my strength and weaknesses on others

Students need to decide what type of person they are:

- Thinker: I prefer to work things out in my head or write them down. It may seem like I am not a good communicator, but I am still an important member of the team.
- People person: I am aware of how people are doing in a group, I enjoy being around and talking to people. I am still an important member of the team.
- Person of actions: I have to get on with things and I prefer to move rather than to be sitting still. I am still an important member of the team.

Students then put the strengths and weaknesses, previously identified, linked to the three categories mentioned above. Use a pie chart split into thirds for students to display these on the board.

Lesson 9 Video 1 – JJ train to improve

ACTIVITY 3 Careers

- Students to give examples of careers which may be associated with each type of person, indicating how different people taking on different roles within a workplace come together to make a successful team.
- Use examples from England Rugby to demonstrate different types of people all helping to achieve success as part of a team

PLENARY

- Why do we need to value everyone both their strengths and weaknesses?

Allow five minutes at the end of the lesson for students to self-reflect using their course booklet and to consider their current value to the team and how this might be improved.

RESOURCES

Post-its

A3 sheets and pens

Additional rugby resources:

- Lesson 9 Resource 1-5 – PSHE Core Values templates

LESSON 10:

SPORTSMANSHIP CAMARADERIE

STATEMENT

“ I UNDERSTAND THAT SOMETIMES IT IS IMPORTANT TO EXPRESS MY EMOTIONS CLEARLY AND APPROPRIATELY BUT THAT AT OTHER TIMES IT IS BETTER TO REMAIN SILENT, LISTENING CAREFULLY TO OTHERS ”

INTRODUCTION

- Lesson 10 Video 1 - RWC Team Talk

What is camaraderie?

Mutual trust and friendship among people who spend a lot of time together.

How important is listening in creating camaraderie?

ACTIVITY 1 What makes a good listener

Put these in order of importance:

- Eye contact
- Nodding
- Smiling
- Encouraging noises
- Affirmative comments e.g. yes / I agree
- Questioning
- Recapping
- Reassuring touching of hand/arm
- Leaning closer to speaker
- Silence

Look and consider how others have ranked these points. Discuss how each may or may not encourage camaraderie.

- Students work in pairs sitting back to back. One person describes an object without naming it. The other person draws it from the descriptions. Students swap roles after two minutes.

Consider: how important is listening?

ACTIVITY 2 Trust, friendship and the listener

How do these three characteristics make a successful student and a successful group of students?

- In pairs, one student navigates their way around an obstacle course while blindfolded. Their partner gives instructions and directions to the blindfolded student. OR

- In pairs, one student builds a small Lego model by listening to the instructions given by their partner. The student building the model cannot see the instructions and must follow the directions from their partner.

Peer review:

- Ask students to comment on:
 - The quality of verbal communications
 - Ability to trust and listen
 - Ability to pick up indicators other than the sound of a voice.
 - Inability, in this situation, to use physical cues and expressions
 - Impact on both students of this activity

England Rugby example: listening to and trust in a coach (Lesson 10 Video 2 - England coach John Fletcher).

PLENARY

Why is camaraderie essential to your tutor group?

- Large sheets around the room, all circulate around the room and add their responses to this question on the sheet, latterly in response to what others have written.
- Teachers to collate all ideas and present it to the Tutor Group next session as a set of guidelines for the Tutor group.

Allow five minutes at the end of the lesson for students to self-reflect using their course booklet and to consider how they could demonstrate more camaraderie and how important listening is to achieving success.

RESOURCES

List of characteristics for each student to prioritise.

Large paper and marker pens

Possible RFU example

LESSON 11:

TEAMWORK EMPATHY

STATEMENT

“ I HAVE A RANGE OF STRATEGIES TO MANAGE MY IMPULSES AND EMOTIONS. THESE STRATEGIES HELP ME TO TRY AND UNDERSTAND OTHERS AS MUCH AS POSSIBLE AND MAKE SURE THAT I DO NOT BEHAVE IN WAYS THAT HAVE NEGATIVE CONSEQUENCES FOR ME OR OTHER PEOPLE ”

PRE-LEARNING

Exercise 1: Students are asked to watch a video of a student talking about some challenges he faced in college. They are asked to reflect on how it makes them feel towards him and how they might respond.

Exercise 2: Students are asked to view a photo story - Viral News - about a scenario within college. The scenario prompts them to reflect on how they would react faced with the same situation.

Exercise 3: Students are asked to answer a series of questions about the reactions of the students in the Viral News scenario.

Click here to access pre learning resources: http://www.iflourish.co.uk/rfu/start_here.html

SELF AWARENESS ACTIVITY

Ask students to answer Yes or No to the following statements:

1. I often think about other people's feelings.
2. I don't make fun of other people because I can imagine what it feels like to be in their shoes.
3. I listen to others about what they're going through.
4. I try to understand other people's point of view.
5. I am aware that not everyone reacts to situations the way I do.

INTRODUCTION

What is empathy?

Play the below clip as an excellent explanation

(Lesson 11 Video 2 - Ben Brown on Empathy).

England Rugby example: Lesson 11 Video 1 - Farrell post match v SA

ACTIVITY

Divide students into groups of three.

Ask person 1 to describe a problem in their life to person 2.

Person 2 listens to the problem and tries to remain empathetic.

Person 3 observes and gives feedback to person 2 on what they have observed.

Rotate until everyone has been person 2.

As a group, discuss why an empathetic person is more effective within a team than a sympathetic person.

PLENARY

Allow five minutes at the end of the lesson for students to self-reflect using their course booklet and to consider how empathetic they are; when and where they think they could be more empathetic.

RESOURCES

Youtube link

Large paper and pens

Additional rugby resources:

- Lesson 11 Resource 1 - Restorative approach question cards

LESSON 12:

ENJOYMENT FUN, PASSION, POSITIVITY

STATEMENT

“ I KNOW WHAT MAKES ME FEEL FOCUSED, ENERGISED AND ENGAGED AND I UNDERSTAND HOW TO FEEL GOOD WITHOUT COMPROMISING MY HEALTH AND WELLBEING OR THAT OF OTHERS. I UNDERSTAND THAT I HAVE CONTROL OVER MY ACTIONS AND THEREFORE I CAN OVERCOME DIFFICULTIES AND MAINTAIN MY PHYSICAL AND SPIRITUAL HEALTH. I UNDERSTAND HOW TO WORK AS A MEMBER OF A TEAM AND THE BENEFITS OF THIS TO ME AND TO OTHERS ”

INTRODUCTION

Moving forward as part of a team
Sportsmanship, Enjoyment, Discipline, Respect and Teamwork
- Lesson 12 Video 1 - celebrating everyday rugby heroes

ACTIVITY

Each group that has completed the core values is required to plan an event at the college that encompasses all the things they have learnt from this course and their time at college as a whole. It must be fun and emphasise the values of both the college and England Rugby.

Select your audience
Plan the event
Produce a business plan, if finance is involved
Select your date
Select your location
Make sure the college students and staff are involved
Indicate in your plan where you will be making use of the skills acquired from this course

Examples: sports day, community activity, spirituality workshops.
Each group should produce a video showing end-to-end planning and the execution of their plan, demonstrating the skills they have learnt from this course.

PLENARY

Create a final documented version of your event plan.
All plans to be submitted and the winning idea will actually take place in Summer Term.

RESOURCES

Dependent on the winning plan