

SECONDARY PE SESSION

This 50-minute lesson has been designed for easy delivery with this simple lesson plan. All activities are clearly explained, with timings, guidance notes and inclusion suggestions.

You can discover more about the Sure Breaking Limits Programme in the [Programme Guide](#).

This PE lesson has a linked PSHE session. See the **Team Player PowerPoint presentation** for more information. Why not also check out the energising Assembly presentation which can be delivered to the class completing the programme or enjoyed by the wider school.



RESOURCES NEEDED

- PDF lesson delivery and inclusion notes
- Hula hoops (for warm up)
- Sporting Values Activity Sheet (for skills development)
- Goals and footballs, netballs or other balls required for the Game of Life (for main sports activity)

READY TO MOVE CHECKLIST




Before the lesson, take pupils through the checklist below to ensure they are ready for activity.


- ✓ The correct kit and shoes
- ✓ A bottle of water
- ✓ Suncream (if outside)
- ✓ Inhaler or other medication (if needed)
- ✓ Deodorant
- ✓ Clean clothes to change into



LESSON OBJECTIVE

To create an active, inclusive environment for all

ACTIVITY/ TIME	DELIVERY NOTES	INCLUSION NOTES
WARM UP  5 mins	HULA HOOP PASS <p>In this activity, students work together as a team to move a hula hoop from person-to-person, while holding hands.</p> HOW TO PLAY: <ol style="list-style-type: none"> Put students into groups of four or five and give each group one hula hoop. In their groups, students stand in a line holding hands, and must pass the hula hoop from one person to the other without breaking hands. If two people let go, the hoop must go back to the beginning and students should start again. Students should focus on communicating with each other and moving as a team. 	<p>Students lead the activity so remind them that they should make their movements achievable for everyone in the group.</p>
SKILL DEVELOPMENT  10 mins	SPORTING VALUES <p>In this section, pupils develop a skill that they will use in the main activity.</p> <p>Discuss with students:.</p> <ul style="list-style-type: none"> What techniques did you use for working and moving as a team? Did anyone take charge and take on a leadership role? What types of leaders and leadership qualities do you see in this game, and in your community? Can everyone in a team have a role in leadership? <p>Split students into teams of six and use the Sporting Values Activity Sheet to explore the core values adopted in world champion standard teams such as the All Blacks and the Lionesses.</p> <p>Ask students to link the quotes to the values before asking them to come up with a motto and up to three values they want to play by, based on the sporting values and values list on the activity sheet.</p>	<p>Emphasise to students that the team values they develop should represent everyone's strength, diversity and support their needs. This may include inclusive forms of movement.</p>
MAIN SPORT ACTIVITY  30 mins	TEAM OF LIFE <p>In this activity, students apply the values they developed during their Sporting Values Activity to play a team game which requires a team strategy to succeed.</p> HOW TO PLAY: <ul style="list-style-type: none"> Set-up two pitches with up to three goals on each side of the pitch. There will be two teams playing and two games running simultaneously. The game will be based on football, netball or another ball game of your choice and the aim is to score as many goals in the opposition goal as possible. <p>The following rules should be followed:</p> <ul style="list-style-type: none"> At first, all players will walk backwards without talking while they play the game. When a player scores, they can walk forwards instead of backwards. When a team connects three passes, those three people can run (forwards or backwards depending on the player). When everybody can run, everybody can speak. <ol style="list-style-type: none"> Let students play for a while then pause the play and ask the teams to regroup. How well are they embodying the values they set at the start? Can they come up with a strategy that uses the values to work better together as a team? Repeat the game, swapping the teams over to play a new opponent for the second round. 	<p>This activity uses walking and running, but students can adapt to mobility needs, including wheelchair users. Visually impaired students can work with a seeing buddy. Remind students that the team values they developed should represent everyone's strength, diversity and support their needs</p>

ACTIVITY/ TIME	DELIVERY NOTES	INCLUSION NOTES
REFLECTION  5 mins	<p>Students come together to discuss why having team values can help them in different situations.</p> <p>Reflection questions:</p> <ul style="list-style-type: none"> • How can you connect this game with real life? • What could the goals represent? • What could the passes represent? • How did the changing rules affect the way you worked together? • Were you able to live your team values? How did they make a difference? <p>They explore how they can take their team values and use them in future, when working or playing together.</p>	