

ARGYLL AND BUTE: EDUCATION



COMMONWEALTH GAMES PACK

INTRODUCTION



2014 promises to be an exciting and unique year for sport in Scotland. Hosting the Commonwealth Games in Glasgow and the Ryder Cup at Gleneagles is a once in a lifetime opportunity for the population of Scotland to get behind their teams and witness the enjoyment and impact that sport can have. Find out more about the 17 sports featured and the medals that will be fiercely competed for at the Glasgow 2014 Commonwealth Games, from the precision of lawn bowls to the combat of wrestling and judo, the high adrenaline of track events, and the grace and beauty of gymnastics.

Encouraging children and young people to become motivated and inspired by these events is an exciting challenge and part of the 2014 legacy. Active Schools and the CAST team aim to motivate and inspire our young people in partnership with schools, **sportscotland**, local community clubs and other organisations.

We have joined together in partnership to develop this “Game On Argyll and Bute” pack to support your school to get involved

in all the projects and programmes on offer over the course of this academic year leading up to the games. It provides relevant information and help on official 2014 Education initiatives, Active Schools events, programmes and opportunities, and an incentive scheme to get young people active in schools and communities. The pack is divided into Scotland wide generic information and Argyll and Bute specific projects and programmes divided into two sections of sport and culture.

Further information and other opportunities will be issued as and when it becomes available, however we offer this pack as a basis for getting your pupils involved in the lead up to the 2014 Commonwealth Games and the Ryder Cup. Staff from Active Schools and CAST will be available to provide support and encouragement throughout the year.

We hope that you are able to join in the excitement that 2013 – 2014 has to offer your school and your pupils. Working together we can inspire our next generation!

BACKGROUND

The Commonwealth Games – Scotland welcomes the world.

The Commonwealth Games is an international, multi-sport event involving athletes from the Commonwealth of Nations. The event was first held in 1930 and has taken place every four years ever since (except 1942 and 1946 which were cancelled). The Games are described as the third largest multi-sport event in the world after the Olympic Games and the Asian Games.

It was initially known as the British Empire Games and was renamed the British Empire and Commonwealth Games in 1954 and the British Commonwealth Games in 1970, before finally gaining its current title, the Commonwealth Games, for the 1978 edition. The Games are overseen by the Commonwealth Games Federation (CGF), which also controls the sporting programme and selects the host city. A host city is selected for each edition and eighteen cities in seven countries have hosted the event.

Although there are 54 members of the Commonwealth of Nations, 70 teams participate in the Commonwealth Games. A number of British Overseas Territories, Crown dependencies, and Island states compete under their own flag. The four Home Nations of the United Kingdom – England, Scotland, Wales and Northern Ireland – also send separate teams. Only six teams have attended every Commonwealth Games: Australia, Canada, England, New Zealand, Scotland and Wales.

2014 sees Glasgow hosting the Games. An exciting time for Scottish sport and a fantastic opportunity for us to motivate and inspire the younger generation!



Sports involved in Glasgow 2014 are

Aquatics
Triathlon
Athletics
Table Tennis
Badminton
Weightlifting
Boxing
Wrestling
Cycling
Squash
Gymnastics
Shooting
Hockey
Rugby Sevens
Judo
Netball
Lawn Bowls

Game On Scotland

Game on Scotland is the official Education Programme of the Glasgow 2014 Commonwealth Games and its legacy.

Game On Scotland aims to:

- Provide inspiration and learning and teaching opportunities related to Glasgow 2014 and other momentous events happening throughout Scotland in the coming years.
- Support teachers and anyone involved in education to create stimulating learning experiences for young people aged 3 – 18 years, using Commonwealth as the context for learning.
- Help learners with developing their skills and knowledge across the curriculum by getting involved in the Games experience.

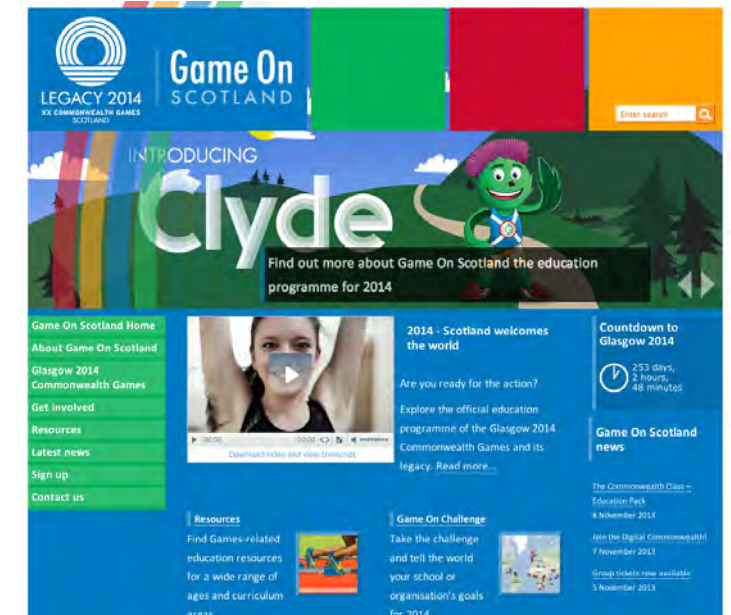
Why should you sign up?

Benefits include:

- Finding out about unique resources and opportunities such as mascot visits, challenges, competitions and events to get involved in as well as information about funding.
- Keeping up to date with the relevant news and ‘what’s happening’ on the lead up to the Games.
- A one stop shop for help and inspiration to create exciting learning experiences for the pupils in your school.
- Resources including lesson plans, images, videos and case studies - all organised by age and subject.
- Specific links to Curriculum for Excellence.
- A chance to motivate the young of this generation to get them enthused about sport in Argyll and Bute, as well as the historic moment of the Games coming to Glasgow.



www.gameonscotland.org.uk



THE QUEEN'S BATON RELAY

Since the Cardiff Commonwealth Games of 1958, the Queen's Baton Relay has been a much celebrated opening tradition of the Games. The Baton contains her Majesty's "Message to the Athletes" and is symbolically carried from Buckingham Palace across the 71 national and territories that make up the Commonwealth.

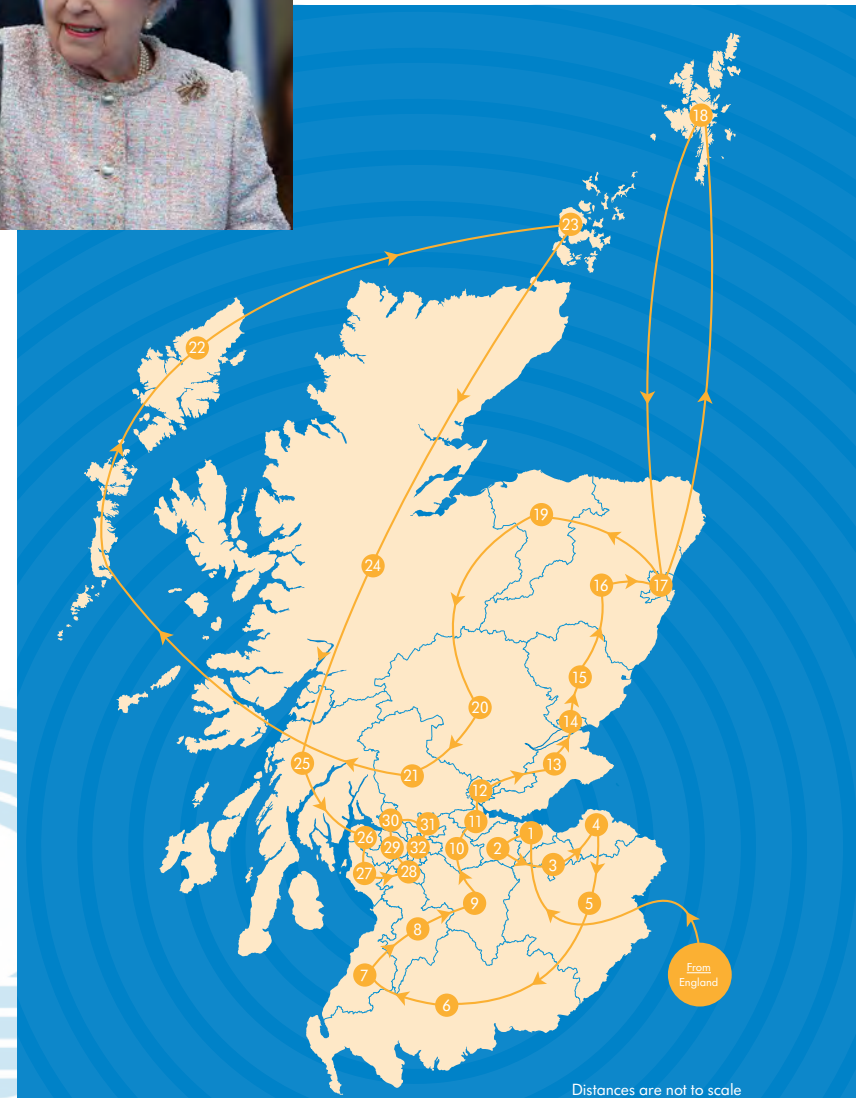
Over a period of 288 days the baton will cover more than 190,000 km, averaging one to four days in each nation or territory. The first region the baton will travel to will be Asia, from Asia the baton will then travel onto Oceania, Africa, Americas (south), Caribbean, Americas (north) before returning to Europe.

The citizens of the Commonwealth make up a third of the world's population (approximately two billion people) and throughout the Commonwealth the baton will be carried by thousands of people. The Queen's baton relay is therefore a unique tradition that provides everyone with the opportunity to be part of the countdown to the Games. Commonwealth Games Scotland will be the host of the Baton when it is in this country from June 2014.

Timeline:

9 October 2013 - Relay launch at Buckingham Palace. Her Majesty Queen Elizabeth II placed her message into the baton. The baton then started its journey through the 70 Commonwealth nations and Territories.

June 2014 - the Baton will return to Scotland where it will be cheered through towns, cities and communities for 40 days including **Argyll and Bute on Sunday 13th July** before arriving at the Opening Ceremony in Glasgow on 23 July 2014. Her Majesty the Queen will read her message aloud, bringing the baton's journey to an end and declaring the Glasgow 2014 Commonwealth Games open.



BATON BEARERS

On 9 October 2013 the Queen's Baton Relay began its epic journey through the 70 nations and territories of the Commonwealth. It won't be long before the baton returns to Scotland.

4,000 baton bearers are needed to help carry the baton throughout Scotland on the final leg of its journey and 100 very lucky individuals will carry the baton through Argyll and Bute on Sunday 13th July 2014. Opportunities don't come much bigger than this and nominations have been made for local candidates.

SELECTION CRITERIA

Nominated community baton bearers will have met one or more of the following criteria for activities undertaken whilst having been a resident or working in Scotland.

- Made a positive contribution to the lives of others through community sport
- Undertaken voluntary work or contributed to schools or youth organisations
- Contributed towards greater inclusion for disadvantaged or marginalised sectors of the community
- Been a role model or mentor to youth through sport
- Displayed a level of individual achievement against the odds
- Made a significant contribution to their local community

Successful community baton bearers will be allocated a segment of the route within the Local Authority area in which they have made their contribution to the community.

Approximately 100 baton bearers will carry the baton each day, and the relay will reach more than 400 villages, towns and cities during its 40 days in Scotland. The relay will reflect the important role that sport plays in local communities by visiting schools, sporting venues and leisure & recreation centres, with events and activities supported by the **sportscotland** Active Schools Network. From festivals to sports days to decorating the high street, people will be able mark the baton's arrival in all sorts of creative and inspiring ways. As the relay is embraced by communities all over Scotland, it will act as an exciting, dramatic and inclusive countdown to the Games.

4,000 baton bearers

4,000 kilometres

400 villages, towns and cities

40 days

MAKE A LOCAL CHAMPION
FEEL LIKE A COMMONWEALTH CHAMPION



RYDER CUP AND CLUBGOLF

The Ryder Cup

In 2014 it will be the first time in more than 40 years and only the second time in its history that the Ryder Cup has been staged in Scotland, the Home of Golf. With such history associated with this tournament, the 2014 Ryder Cup at Gleneagles will be a truly unique and tremendous occasion. To celebrate the Ryder Cup coming to Scotland, Active Schools in Argyll and Bute have teamed up with Machrihanish Golf Club to host the Argyll and Bute Secondary Schools Championships on 2nd June 2014. Further information will be sent out to schools in due course.

A resource has been developed by Education Scotland and Perth and Kinross Council for learners to engage with the Ryder Cup 2014. Planning documents and resources will be helpful to educators in planning and developing classwork around the themes within the resource.

RYDER CUP SCHOOL RESOURCE PACK
<http://www.rydercupeducation.com>



GLENEAGLES
SCOTLAND 2014

ClubGolf

Initiated in 2003 as a key component of Scotland's successful Ryder Cup bid, ClubGolf's three guiding aims are:

- every child in Scotland will have the opportunity to experience golf.
- every child who chooses golf will be welcomed into a sport that they can play for life.
- every child who steps up to the first tee will be encouraged to reach their full potential.

A vital element of both Scotland's 'One Plan for Golf' and 2014 Ryder Cup legacy, the Scottish Government, through **sportscotland**, money is invested into ClubGolf every year.

The ClubGolf programme is continuing to grow both in junior participation and playing standards, thanks to the hard work of the volunteers and professionals in golf clubs across Argyll and Bute. All primary schools in Argyll and Bute will have the opportunity to take part in the ClubGolf Programme during 2013/2014. Schools are encouraged to deliver a four week curricular block of ClubGolf to all Primary 5 pupils (or wider age range with composite classes). A ClubGolf CPD course is available through Active Schools for staff to attend to help aid delivery of this programme. Pupils will then have the opportunity to further develop their skills at their local golf club.

 **clubgolf**
DEVELOPING THE JUNIOR GAME IN SCOTLAND

ARGYLL AND BUTE PROJECTS/PROGRAMMES - SPORT

Commonwealth Passport Scheme

The Active Schools team has devised a Commonwealth Passport scheme for primary and secondary schools in the lead up to Glasgow 2014 to reward pupils for attending extra-curricular school, cluster and community clubs.

The passport was launched after the October holidays and our aspiration for the passport is to help support a long lasting legacy for increased participation in school and community sport amongst young people across Argyll and Bute. The project has been approved as an official Glasgow 2014 legacy project hence our use of the 2014 legacy logo.

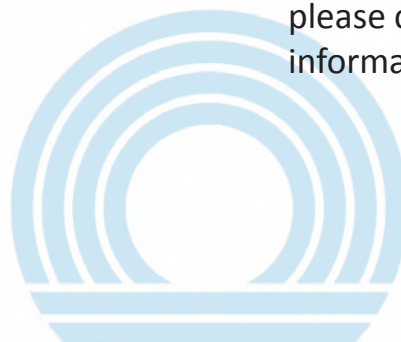


Argyll and Bute Secondary Schools Events Planner 2013-2014

In the lead up to the Commonwealth Games, our aim is to really inspire young people and, with the support of young ambassadors, encourage pupils to take part in extra-curricular activities. We hope the events programme will be a focus and motivation for pupils to work towards in their clubs, supplemented by inter-house/friendly inter-school events.

From an education perspective the calendar also supports health and well-being outcomes across mental and emotional, social, physical well-being and physical education, sport, physical activity and health as well as providing opportunities for young people to participate, compete and learn through teamwork and enjoy sport and physical activity.

The primary calendars are developed at cluster level so please contact your Active Schools Coordinator for further information.



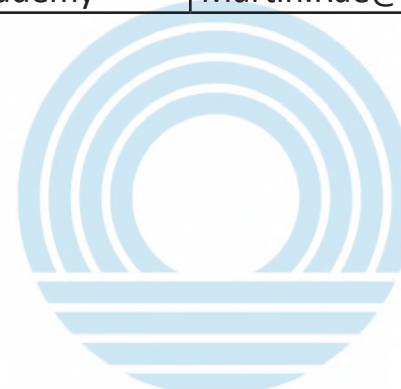
ARGYLL AND BUTE PROJECTS/PROGRAMMES - SPORT

FOOTBALL

EVENT	AGE	DATE	VENUE	CONTACT
Girls 7 a side football tournament	S1-S3	7th May 2014	Rothsay Joint Campus	Chris.South@argyll-bute.gov.uk Martin.Rae@argyll-bute.gov.uk
Boys U16 and U18 tournament	U16 and U18 (as of 1st September)	18th Nov 2013	Dunoon Grammar	Martin.Rae@argyll-bute.gov.uk
Boys U16 and U18 tournament	U16 and U18 (as of 1st September)	6th June 2014	Oban High School	Martin.Rae@argyll-bute.gov.uk
Boys S1-3 tournament	S1-S3	7th March 2014	Hermitage Academy	Martin.Rae@argyll-bute.gov.uk

SHINTY

EVENT	CONTACT
(see separate calendar)	Euan.McMurdo@shinty.com



RUGBY

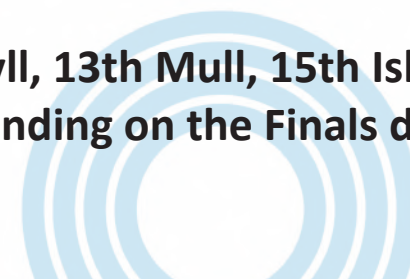
EVENT	AGE	DATE	VENUE	CONTACT
Girls development day	S1-S6	11th Nov 2013	Oban Lorne RFC	Allan.Wright@argyll-bute.gov.uk Karen.MacCorquodale@argyll-bute.gov.uk
Girls development day	S1-S6	28th April 2014	Oban Lorne RFC	Allan.Wright@argyll-bute.gov.uk Karen.MacCorquodale@argyll-bute.gov.uk
Boys development day	S1/S2 and U16	12th Nov 2013	Oban Lorne RFC	Allan.Wright@argyll-bute.gov.uk
Boys 10's competition	S1/S2	w/c 12th May 14	Lochgilphead Campus	Allan.Wright@argyll-bute.gov.uk

EVENT	AGE	DATE	VENUE	CONTACT
SWIMMING Argyll and Bute (Scottish Schools) Swimming trials	12 & Under. 13-14 15-16, 17-19	7th Nov 2013	Riverside Swimming Pool, Dunoon	jillian.gibson@argyll-bute.gov.uk
ATHLETICS Giant Heptathlon	Boys/Girls Junior and senior event	15th May 2014	Dunoon Grammar	barry.wilson@argyll-bute.gov.uk
BASKETBALL	Boys/Girls S1-3, S4-6	12th Dec 2013	Atlantis Leisure, Oban	Karen.MacCorquodale@argyll-bute.gov.uk Innes.paterson@argyll-bute.gov.uk
BADMINTON Argyll and Bute Schools Championships	Boys/Girls U14, U16, U18	27th January 2014	Atlantis Leisure, Oban	Karen.MacCorquodale@argyll-bute.gov.uk liz.clunie@argyll-bute.gov.uk
GYMNASTICS	Boys/Girls junior and senior event	3rd Feb 2014	Dunoon Grammar	Nicola.Hackett@argyll-bute.gov.uk Gerard.Cavani@argyll-bute.gov.uk
HOCKEY	U18 and U15 boys/ girls	13th March 2014	Lochgilphead Joint Campus	Tara.Pollock@argyll-bute.gov.uk
TRAMPOLINING	Boys/Girls S1-S6	29th Nov 2013	Rothesay Joint Campus	Barbara.Whyte@argyll-bute.gov.uk
VOLLEYBALL Scottish Schools Event	P7/S1	27th Feb 2014	Atlantis Leisure, Oban	Karen.MacCorquodale@argyll-bute.gov.uk
GOLF Argyll and Bute Schools Golf Championships	S1-S6 (must have a handicap of 24 or below)	2nd June 2014	Machrihanish Golf Club	Nicola.Hackett@argyll-bute.gov.uk
YOUTH GAMES	S1 and S2	12th June 2014	Oban	Nicola.Hackett@argyll-bute.gov.uk
DANCE OHS Festival	S1-3, S4-6	25th March 2014	Oban High School	denise.gemmell@argyll-bute.gov.uk
VARIOUS MAKI league	Various sports/age groups – see MAKI calendar		MAKI ASC's/Heads of PE	

SCHOOLS SHINTY CALENDAR 2013- 2014

DATE	COMPETITION	VENUE	ORGANISER	AGE
13/11/2013	Homecoming Challenge Cup	Oban High School	SSSCA	S6 and Under (9-a-side)
11/12/2013	South Secondary Schools S1-S3 Leagues Round 2	Dunfermline High School	SSSCA	Secondary 1 - 3 (9-a-side)
FEBRUARY tbc	Scottish Schools Challenge Shield	Airdrie Leisure Centre	SSSCA (Ronald & Kate Fairley)	Secondary 1 & 2 (9-a-side)
FEBRUARY tbc	Donella Crawford Cup (one day event)	Ardnamurchan	Schools Camanachd Association	S6 and Under Girls (6-a-side)
04/02/2014	South Scotland Secondary Schools League S4-S6 Round 2	Dunoon GRAMMAR	SSSCA	S1-S4 (9 aside)
12/03/2014	South Secondary Schools S1-S3 Leagues Round 3	Oban High School	SSSCA	Secondary 1 - 3 (9-a-side)
APRIL TBC	MacPherson Cup (one day event)	TBC	Schools Camanachd	U14 at 01.07.11 (12-a-side)
MAY TBC	McBean Cup	TBC	Schools Camanachd	U13 at 01.07.11 (9-a-side)
See footnotes.	Regional Rounds of the Scottish Primary Sixes Championships	Oban, Bute, Cowal, Mid Argyll, Kintyre, Mull and Islay.	Schools Camanachd, Active Schools, DO.	P7 and Under
TBC	McBean Cup	TBC	Schools Camanachd	U13 at 01.07.11 (9-a-side)
TBC	Youth Games	Oban	Active Schools	Secondary 1 & 2 (6-a-side)

Dates for Regional Rounds of Scottish Primary Sixes – 8th Oban, 9th Mid Argyll, 13th Mull, 15th Islay, 19th Bute, 21st Kintyre and 22nd Cowal. This may be subject to change depending on the Finals date.



YOUNG AMBASSADORS

Young Ambassadors is a programme for young people in school between the ages of 14 and 17, led by **sportcotland** in partnership with Youth Sport Trust. Their role is to motivate and inspire other young people from primary and secondary schools across Scotland to get involved in sport and generate enthusiasm for the games. Young Ambassadors will form part of the legacy for Glasgow 2014. They are selected due to their exceptional commitment and ability as young leaders or volunteers.

If you would like to get in touch with the young ambassadors at your local secondary school please contact your Active Schools Co-ordinator or the Head of PE.

A Young Ambassador's role is to:

- increase participation and healthy lifestyles in their school
- promote the positive values of sport in and through sport
- be a role model in advocating PE and school sport
- be the young people's voice on PE and school sport in their schools and communities

If you would like to get in touch with the young ambassadors at your local secondary school please contact your Active Schools Co-ordinator or the Head of PE.



TEAM SCOTLAND & SUPPORT A SECOND TEAM

Every four years Commonwealth Games Scotland (CGS) selects and enters a team to represent Scotland. The Commonwealth Games is the only occasion where Scotland gets to compete in a multi-sport event as a nation in its own right, and this is one of the factors that contributes to the strong team spirit which has become a trademark of Team Scotland. Scotland is one of only six countries to have competed at every Commonwealth Games since their inception in 1930. Individual athlete preparation is the responsibility of each athlete, their coach and the Scottish sport governing body and the role of CGS is to prepare all 17 sports to come together to compete as one team - Team Scotland.



For 12 fast facts about Team Scotland go to:
www.cgcs.org.uk/team-scotland/team-statistics

Team Scotland will have a stunning new look when they enter the stadium for the Opening Ceremony. Designer Jill Blackwood has been commissioned by CGS to bring some contemporary style and flair to the parade uniforms. The new Team Scotland anthem will be used at the flag raising ceremony to mark their arrival in the Games Village. The athletes voted for either 'Scotland the Brave' or 'Flower of Scotland' in 2010 and by a landslide vote of 211 to 15 'Flower of Scotland' was chosen as the new anthem.

Support a 2nd Team is a programme of events to engage the cultures of Commonwealth countries and further develop links with Commonwealth regions. The programme, led by **sportscotland**, provides an opportunity, as part of the wider Games Legacy, for creating partnerships with countries participating in the Commonwealth Games and supporting them through their journey to the Games and beyond. Local partners are being encouraged to get behind another Commonwealth country and cheer them on. Argyll and Bute Council are firmly behind supporting their '2nd teams' of Swaziland and Cyprus and are hoping your school will be too. It is our hope that schools will rise to the challenge and take this on board, coming up with your own innovative ideas and events to support our 2nd teams.

Please contact Fiona Blakey if you want help with twinning up with schools in Cyprus and/or Swaziland.
fiona.blakey@argyll-bute.gov.uk



CYPRUS



SWAZILAND

ARTS & CREATIVITY: LEARNING JOURNEYS

In the following section CAST would like to introduce three 'Learning Journeys' and one 'Guide to a Mini-Games Event' which could be embraced as part of planning for sessions during 2014.

'Mini-Games' Event - Early Level

Children can take a lead in planning these activities. Experiences and contexts can be organised to support children's interests and ideas.

Journey 1 - Taking Part - First Level

This learning journey explores the feelings and emotions of an athlete as they experience competing, winning and losing at a world class event. It covers art & design, dance, drama and music.

Journey 2 - Opening Ceremony - Second Level

This learning journey uses the opening ceremony as a context for learning and challenges the learner to explore Scotland's heritage, culture and aspirations in order to create, present and perform, through the expressive arts, their own image of Scotland. It covers art & design, dance, drama and music.

Journey 3 - Creating ambition - Beyond Sports - Across Levels

This learning journey encourages learners to connect the ambition of Commonwealth competitors with their own ambitions and dreams, especially where they are not passionate about sports. It covers being a coach, building an ambition, living your ambition, planning your ambition and dreaming your ambition.

A full range of curricular 'Learning Journeys' can be found on the resources page of the Game On Scotland web site as well as experiences and outcomes relevant to the 3 Journeys above.

Here is an **example** of one Learning Journey from the web site:

The Commonwealth Games - a focus for human rights, principles and action.

The Games provide an opportunity to explore how Commonwealth values and Human Rights concepts are linked. It also considers the challenges of implementing them and how lessons learnt can help learners contribute to developing human rights awareness in Scotland. It is aimed at 14-18 age-group in school seeking to explore Global citizenship and social policy issues affecting their communities. This learning journey contains the following learning experiences:

- *Human rights, history and principles*
- *Human rights, principles in practice*
- *Local action - global solutions*

<http://www.gameonscotland.org/resources/>



As well as our recently advertised 'Cloth Uncut' arts project for primaries to be held during January to March, there will be several other cultural opportunities arising for schools and communities throughout next year so keep an eye on SAL online and CAST emails.

'MINI GAMES' EVENT - EARLY LEVEL



Health and Wellbeing.

- I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors. **HWB 0-25a**
- I know that being active is a health way to be. **HWB 0-27a**
- I am aware of my growing body and I am learning to correct names of its different parts and how they work. **HWB 0-47b**
- I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships I care and show respect for myself and others. **HWB 0-05a**
- I explore and discover where foods come from as I choose, prepare and taste different foods. **HWB 0-35a**

Possible lines of development:

- Learning new skills to play different sports to compete in 'mini- games'
- Learning about the importance of healthy eating – trying different foods/ building knowledge of what foods are healthy/not healthy
- Learning about the importance of exercise/ what impact regular exercise has to our bodies.

Literacy and English

- I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn. **LIT 0-01a / LIT 0-0-11a / LIT 0-20a**
- I listen or watch for useful or interesting information and I use this to make choices or learn new things. **LIT 0-04a**
- I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. **ENG 0-12a / LIT 0-13a / LIT 0-21a**
- I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things. **LIT 0-14a**

Possible lines of development:

- Exploring everyday greetings in different languages.
- Exploring different languages in print.
- Making posters, signs, tickets/certificates for event/s.
- Making posters/learning areas to display knowledge of different sports/countries
- Building up 'learning books' about different sports/countries

Numeracy & Mathematics

- I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order. **MNU 0-02a**
- I use practical materials and can 'count on and back' to help me understand addition and subtraction, recording my ideas and solutions in different ways. **MNU 0-03a**
- I am developing my awareness of how money is used and can recognise and use a range of coins. **MNU 0-09a**
- I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my findings with others. **MNU 0-11a**

Possible lines of development:

- Exploring the amount of how many countries are in the commonwealth/competitors within a sporting event/counting number of different sports
- Exploring order eg. 1st/2nd/3rd etc
- Exploring money – buying tickets/materials for mini-games
- Exploring measurement in context of long jump, high jump, races etc.

Religious and Moral Education

- I am becoming aware of the importance of celebrations, festivals and customs in religious people's lives. **RME 0-06a**
- As I play and learn, I am developing my understanding of what is fair and unfair and the importance of caring for, sharing and cooperating with others. **RME 0-05a**

Possible lines of development:

- Learning about rules e.g. rules in games/sports, negotiating and playing in their environment.
- Exploring different celebrations/customs which are significant to countries in the commonwealth.

Commonwealth Games 2014 Games Legacy

'Mini-Games' Event

Early Level

Children will lead planning. Experiences and contexts will be organised to support children's interests and ideas.

Sciences

- I recognise that we have similarities and differences but are all unique. **HWB 0-47a**
- I have helped to grow plants and can name their basic parts, I can talk about how they grow and what I need to do to look after them. **SCN 0-03a**

Possible lines of development:

- Exploring how people from different countries are similar/different
- Explore plants that grow in different countries
- Plant flowers/plants for mini- games event. Children will learn about plants/how to look after them.

Expressive Arts

- I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. **EXA 0-07a**
- I have the opportunity and freedom to choose and explore ways that I can move rhythmically, expressively and playfully. **EXA 0-8**

Possible lines of development:

- Exploring different songs/dances common to specific to own/other countries in the commonwealth e.g. national anthems, Scottish country dancing, flamenco
- Exploring colours/designs/patterns of different flags
- Exploring the work of artists from different countries.

Social Subjects

- I explore and discover the interesting features of my local environment and have played a part in caring for the environment. **SOC 0-07a**
- I am aware that different types of evidence can help me find out about the world around me. **SOC 0-15a**

Possible lines of development:

- Researching different countries (including Scotland) learning about customs, flags, food, wildlife, making comparisons/similarities.
- Exploring local/world maps to build knowledge of where Scotland is in comparison to other countries in the commonwealth.

Technologies

- I explore software and use what I learn to solve problems and present my ideas, thoughts, or information. **TCH 0-03a**
- I enjoy exploring and using technologies to communicate with others within and beyond my place of learning. **TCH 0-4b**

Possible lines of development:

- Using internet for research purposes.
- E-mail, skypeing, using GLOW to share learning with different audience groups.
- Use of digital photograph eg to record events, learning etc

Introduction:

There will be over 6,500 athletes from 71 nations competing in 17 sports at the Glasgow 2014 Commonwealth Games. Each one of these athletes will have spent many years training and dedicating themselves to their sport.

This learning journey explores the feelings and emotions of an athlete as they experience competing, winning and losing at a world class event. Learners will be asked to respond, through the expressive arts, to the emotional journey experienced by athletes. They will have opportunities to recognise and represent both their own feelings and emotions and those of others.

This learning journey contains the following learning experiences:

- My face says it all – art and design
- I'm a winner – dance
- Not what I aimed for – drama
- This is how I feel – music

Prior learning:

Learners would benefit from some prior:

- knowledge of language used to describe feelings
- experiences of responding to a range of stimuli to express and communicate ideas, thoughts and feelings.

Interdisciplinary opportunities:

Health and Wellbeing: Learners will have opportunities to talk about feelings and develop a better understanding of how emotions and reactions can change depending on what is happening around them.

Literacy: There will be many opportunities for developing talking and listening skills throughout this learning journey.

Capabilities:

Successful learners – Viewing and discussing pictures of athletes presents options for the learner to: use literacy and communication skills, think creatively and independently, learn independently and as part of a group, make reasoned evaluations.

Confident individuals – Identify and exploring emotions and feelings allows the learner to: understand a sense of emotional well-being, relate to others and manage them, be self-aware, achieve success in different areas of activity.

Responsible citizens – Recognising and acknowledging how others might feel enables the learner to: demonstrate respect for others and commitment to participate responsibly

Effective contributors – Creating, performing and presenting ideas provides opportunities for the learner to: communicate in different ways, create and develop.

Learning experience A: My face says it all – art and design

Introduction

This learning experience focuses on creating portrait pictures which depict the sense of excitement, apprehension, anticipation and so on that the athletes experience when they first march into the stadium for the opening ceremony.

Stimulus:

Viewing clips of the athletes' parade will provide the stimulus for discussion about how the athletes must be feeling and how we can tell by looking at their faces and body language.

Key learning

Learners will be able to:

- discuss and describe feelings and emotions
- respond to portraits by other artists and discuss possible emotions and feelings of the person in the portrait
- create self portraits which express emotion and feelings.

Possible learning opportunities / tasks

- Discuss and list emotions relating to starting something new, being somewhere different, meeting new people etc.
- Identify and categorise emotions displayed in portraits by a range of artists.
- Use mirrors to create facial expression.
- Create facial expression depicting an emotion for a partner to guess.
- Take photographs of each other portraying specific emotions.
- Draw/paint self portraits which portray emotions displayed in opening ceremonies.

Useful resources

[Scottish National Portrait Gallery](#)

[My Face](#)

[Portrait of the Month](#)

[Emotions](#)

[2010 Dehli Opening Ceremony](#)

[Complete 2012 Olympic opening ceremony](#)

Possible evidence

Learners can:

Say – talk about feelings and emotions

Make – create self portraits which show feelings and emotions

Write – list emotions and describe feelings

Do – empathise with others, take portrait photographs, show feelings through facial expression.

Reflecting on learning

Evaluative questions relating to the learning experience:

- Can I identify how somebody is feeling through their facial expression?
- Was I able to identify a time when I felt excited or apprehensive?
- Does my portrait represent how I am feeling?
- Was I able to talk about how others might be feeling?

Taking it further

- repeat the exercise exploring other emotions
- develop portraits in the style of different artists e.g. Picasso, Van Gogh, Howson.

Learning experience B: I’m a winner - dance

Introduction

This learning experience focuses on sporting achievement and creating movement which expresses the joy and happiness of winning.

Stimulus

Viewing photographs and video clips showing athletes winning will stimulate discussion about how they express their delight through body language and movement.

Key learning

Learners will be able to:

- discuss and describe feelings and emotions
- discuss what makes them feel happy
- express their ideas and thoughts through creative work in dance
- create movement and body shapes which show happiness, joy and delight.

Possible learning opportunities / tasks

- Discuss what makes us happy and how we show this.
 - Work with partners to create happy body shapes and movement.
 - Explore other emotions through body language
 - Create a winning body shape or movement using the winning stances used by Usain Bolt and Mo Farah as a stimulus.
 - work collaboratively to create a team celebration.
- (Please note this learning experience can be explored at the same time and combined with learning experience D).**

Useful resources

[Winning celebrations – London Olympics 2012](#)

[Football celebrations](#)

Possible evidence

Learners can:

Say – talk about feelings and emotions

Make – create body shapes which depict a feeling

Do – express emotion through a dance sequence, identify what makes them happy.

Reflecting on learning

Evaluative questions relating to the learning experience:

- Was I able to describe what makes me happy?
- Can I use my body to express a feeling?
- How did my dance sequence express happiness?
- Did I enjoy creating a dance sequence using gesture and expression?

Taking it further

Learners could:

- repeat the exercise exploring other emotions
- explore how emotions are expressed through different cultural dances.

Learning experience C: Not what I aimed for - drama

Introduction

This learning experience focuses on exploring disappointment and perceived failure through the medium of drama. It provides an opportunity to introduce the importance of resilience in sport.

Stimulus

Watching the clip of [Mark Hunter and Zac Purchase](#) being interviewed after gaining a silver medal for rowing at the 2012 Olympics will stimulate a discussion about losing. Their emotions can be compared with a [later response](#) by them.

Key learning

Learners will be able to:

- discuss and describe feelings and emotions
- discuss what makes them feel sad and disappointed
- express their ideas and thoughts through drama
- understand that athletes must bounce back from defeat if they want to succeed in the future.

Possible learning opportunities / tasks

- Discuss what makes us sad and how we show this.
- Discuss the best way to deal with disappointment.
- Make a list of words which have the same meaning as unhappy.
- Work in pairs/groups to act out situations which communicate disappointment and demonstrate support.
- Explore some cases studies to find out how people deal with initial disappointment (eg. Katherine Grainger) leading to new aspirations.

Useful resources

<http://www.championsinschools.com/challenges/katherine-grainger/>

[BBC Exploring feelings](#)

Search on Google Image:

- **Sad and disappointed**
- **Images of athletes losing**

Possible evidence

Learners can:

Say – talk about feelings and emotions

Make – create body shapes and facial expressions to express sadness

Write – describe an unhappy event

Do – create and perform a drama sequence which communicates disappointment, demonstrate an ability to react positively to disappointment

Reflecting on learning

Evaluative questions relating to the learning experience:

- Was I able to describe what makes me sad and unhappy?
- Can I describe what I need to do after a disappointment?
- Did I express my ideas and thoughts through drama?
- Can I describe an unhappy event through story writing or poetry?
- Did I enjoy creating and performing a role using movement and expression?

Taking it further

Learners could:

- repeat the exercise exploring other emotions
- investigate the life of an athlete further to gain more understanding of their dedication.

Learning experience D: This is how I feel - music

Introduction

This learning experience focuses on creating sound and music which expresses the range of emotions felt by athletes. The learner can apply their understanding of emotions achieved from participating in learning experiences A, B and C.

Stimulus

A review of the athletes' emotional journey explored in experience A, B, and C could form the basis for discussing how athletes might feel at the end of the games. Listening to and watching closing ceremony celebrations provides further stimulus.

Key learning

Learners will be able to:

- discuss and describe feelings and emotions
- express their ideas and thoughts through music
- understand a range of emotions experienced by athletes at the end of the games e.g. pride, relief, sadness, joy, regret.

Possible learning opportunities / tasks

- Listen to and watch clips from Olympic closing ceremonies and discuss the range of sounds and instruments used.
- Review all the emotions athletes experience and identify their feelings at the close of the games.
- Create sounds depicting an emotion for a partner to guess.
- Select from a range of instruments to create a sound journey of emotions.
- Present a celebration of noise to complete the emotional journey of an athlete competing in the Commonwealth games.

Useful resources

[2012 Olympic closing ceremony](#)

[2008 Olympic closing ceremony](#)

Possible evidence

Learners can:

Say – talk about feelings and emotions

Make – make a sound journey considering rhythm, pitch and dynamics to represent emotions

Do – demonstrate feelings and emotions through sound and music, show understanding of the range of emotions experienced by athletes.

Reflecting on learning

Evaluative questions relating to the learning experience:

- Can I describe a range of feelings?
- Do I understand what makes me feel sad, happy etc. and how to respond to these emotions?
- Was I able to express my feeling, thoughts and ideas through music and sound?
- Did I choose the most appropriate instruments to convey my ideas?
- Do I understand the athletes' effort and dedication to their sport?

Taking it further

Learners could:

- develop a class musical performance which could be used as part of a school sports day or to celebrate the Commonwealth Games..

Introduction:

The Commonwealth Games opening ceremonies provide an engaging, spectacular and rich expression of the hosting and competing countries' history, talents and ambitions.

This learning journey uses the opening ceremony as a context for learning and challenges the learner to explore Scotland's heritage, culture and aspirations in order to create, present and perform, through the expressive arts, their own image of Scotland. It provides opportunities for the learner to analyse a range of texts, work in teams and explore the heritage of other countries. It supports the development of an appreciation of aesthetic and cultural values, identities and ideas.

This learning journey contains the following learning experiences:

- Looks like Scotland – art and design
- Move to celebrate – dance
- Perform to inform – drama
- Sounds like Scotland - music

Prior learning:

Learners would benefit from some prior:

- knowledge of Scotland's and Glasgow's culture and heritage
- experiences of creating, presenting and performing.

Interdisciplinary opportunities:

Social Studies: Learners can explore the heritage and culture of other countries and compare and contrast these areas with Scotland.

Health and Wellbeing: Working together, performing and presenting to a wider audience will support the learners in developing self awareness, meeting challenges, building relationships, recognising individual abilities and encouraging others.

Literacy: Learners will be required to analyse a variety of texts such as graphic symbols and previous films of Commonwealth Games opening ceremonies. There will be many opportunities for talking and listening throughout this learning journey.

Capabilities:

Successful learners – Working together and analysing texts presents options for the learner to: use literacy and communication skills, use technology for learning, think creatively and independently, learn independently and as part of a group and make reasoned evaluations.

Confident individuals – Creating and performing allows the learner to: relate to others, be self-aware, develop and communicate their own beliefs and view of the world and achieve success in different areas of activity.

Responsible citizens – Learning about cultural values enables the learner to: demonstrate respect for others and commitment to participate responsibly, develop knowledge and understanding of the world and Scotland's place in it, understand different beliefs and cultures and make informed choices and decisions.

Effective contributors – Analysing texts and creating, performing and presenting new ideas provides opportunities for the learner to: communicate in different ways in different settings, work in partnership and in teams, take the initiative and lead, apply critical thinking in new contexts, create and develop and to solve problems

Learning experience A: Looks like Scotland – art and design

Introduction

This learning experience focuses on creating a Glasgow Commonwealth Games logo which represents Scotland or Glasgow and the spirit of the Commonwealth Games.

Stimulus:

A review of past Commonwealth Games logos will form the basis of an initial discussion and analysis of the effectiveness of each logo in representing its country and the games.

Key learning

Learners can:

- demonstrate an understanding of how graphic symbols represent images and ideas
- evaluate the effectiveness of a logo
- identify iconic Scottish landmarks and buildings
- produce a solution to a simple design problem
- create a logo for the Glasgow Commonwealth Games.

Possible learning opportunities / tasks

- Explore and analyse previous Commonwealth Games logos, identifying many of key features and colours, effectiveness of representation and aesthetic value.
- Compare and contrast 1970, 1986 Edinburgh Games logos with 2014 Glasgow Games logo.
- Investigate and discuss iconic images of Scotland and Glasgow.
- Work collaboratively or individually to present ideas and suggestions to a design problem.
- Select from a range of materials (e.g. cut paper, paint, digital graphics package) to create a logo.

Useful resources

[Commonwealth Games Logos](#)

[Past Games](#)

[Glasgow Photo Tour](#)

[Scotland's Landscape](#)

Possible evidence

Learners can:

Say – express an opinion relating to the effectiveness of a logo

Make – select from a range of materials to create a logo for the Glasgow Commonwealth Games

Do – identify the key features of a logo and respond through discussion to a design problem, research iconic Scottish landmarks

Reflecting on learning

Evaluative questions relating to the learning experience:

- Was I able to express my opinion?
- Did I contribute to the finished logo?
- Have we chosen the most appropriate materials?
- Does the logo convey our ideas?
- Is the logo aesthetically pleasing?

Taking it further

- Learners could research other symbols used during the games such as graphics used to represent individual sports
- explore logos developed by well known companies
- investigate how Scotland is advertised / represented by the tourist industry.

Learning experience B: Move to celebrate - dance

Introduction

This learning experience focuses on creating a dance for the opening ceremony which celebrates Scotland or Glasgow and the spirit of the Commonwealth Games.

Stimulus

Watching and discussing clips and examples of dances from previous Olympic and Commonwealth Games celebrations will provide the initial inspiration.

Key learning

Learners can:

- discuss the significant features of cultural dances from around the world
- identify key movements which best define the style and cultural dance of Scotland
- explore and choose movements to create and present dance
- contribute ideas to the development of a group dance sequence.

Possible learning opportunities / tasks

- Explore and analyse dances from previous ceremonies, identifying cultural characteristics and evaluating performances.
- Investigate Scottish dance styles (e.g. highland, country and contemporary).
- Work collaboratively to create and present a dance sequence which celebrates Scotland or Glasgow.

(Please note this learning experience can be explored at the same time and combined with learning experience D).

Useful resources

[1986 Edinburgh Opening Ceremony](#)

[1990 Auckland Closing Ceremony](#)

[1998 Kuala Lumpur Opening Ceremony](#)

[2002 Manchester Opening Ceremony](#)

[2006 Melbourne Opening Ceremony](#)

[2010 Delhi Opening Ceremony](#)

Possible evidence

Learners can:

Say – discuss cultural dances from around the world and explain their ideas for a dance sequence

Write – produce a list describing the main features of dances explored

Do – identify the key features of a range of dances from around the world, create and perform a dance sequence, evaluate a dance performance.

Reflecting on learning

Evaluative questions relating to the learning experience:

- Can I list or describe the main features of a range of dances?
- Can I identify cultural dances from Scotland?
- Was I able to work collaboratively and express my ideas and opinions?
- How does our dance sequence celebrate the Scottish culture?
- Did I enjoy performing a dance sequence to an audience?

Taking it further

Learners could:

- choreograph group dances into one complete sequence
- suggest suitable costumes and props to enhance their dance sequences
- create performances reflecting other cultures.

Learning experience C: Perform to inform – drama

Introduction

This learning experience focuses on learners using their knowledge and understanding of the historical heritage of Scotland and Glasgow to create an informative performance for the opening ceremony.

Stimulus

Clips from the London 2012 Olympic opening ceremony can be viewed to generate discussion about the image and message London were aiming to present.

Key learning

Learners can:

- investigate Scottish cultural heritage and language
- draw on their knowledge of Scotland's heritage
- work collaboratively to develop and create drama work
- present drama confidently using voice, movement and expression.

Possible learning opportunities / tasks

- View clips from Olympic opening ceremony and identify different ways performers convey a message.
- Investigate individual themes from; Scotland on Film clips or Scotland's History and present findings to class.
- Translate presentation into Scots language or develop poetry from findings.
- Incorporate presentation or poetry into drama work.

Useful resources

[Scotland on Film](#)

[Scotland's History](#)

[Scotland's Culture](#)

[Clip from Brave](#)

[Scots Language](#)

Clips from London 2012 Olympic opening ceremony:

[Complete 2012 Olympic opening ceremony](#)

[Boyle presents 'green and pleasant land'](#)

[Industrial Revolution](#)

[Rowan Atkinson performance](#)

Possible evidence

Learners can:

- Say** – discuss aspects of performances given in the Olympic opening ceremony, present findings from investigation,
- Make** – work collaboratively to develop and create drama and movement pieces
- Write** – create poems relating to Scotland's heritage
- Do** – investigate aspects of Scotland's heritage, present findings through drama work.

Reflecting on learning

Evaluative questions relating to the learning experience:

- Can I investigate an aspect of Scotland's heritage and present my findings?
- Was I able to express and communicate my ideas?
- How did I contribute to the development of our drama piece?
- Can I convey information in a variety of ways e.g. through presentation, poetry or drama?

Taking it further

Learners could:

- develop a heritage time line and incorporate individual group drama pieces into one presentation
- perform to a wider audience
- investigate the heritage of other countries and present findings using either drama, poetry or a talk.

Learning experience D: Sounds like Scotland - music

Introduction

This learning experience focuses on creating sounds and music for the Glasgow Games opening ceremony which communicates the learner's thoughts, feelings and cultural identity.

Stimulus

Listening to the music which supports previous Olympic and Commonwealth Games will provide the initial inspiration and generate discussion as to how music and song can influence the mood and celebrate the spirit of the games.

Key learning

Learners will be able to:

- listen to a range of music and respond by discussing thoughts and feelings
- identify main sounds and instruments used in Scottish music
- create musical ideas which define Scottish culture using voice, instruments and music technology
- contribute ideas to the development of a musical piece.

Possible learning opportunities / tasks

- View clips from previous opening ceremonies and identify different ways music conveys a message.
- Investigate sounds of Scotland using Explore, listen to and make Scottish music.
- Select from a range of instruments to create rhythm, timbre and sound which communicates Scottish culture.
- Work collaboratively to create and present musical ideas which celebrate Scotland or Glasgow.

(Please note this learning experience can be explored at the same time and combined with learning experience B).

Useful resources

Resources available on learning experiences B and C will provide examples of music from a range of opening ceremonies.

[Scotland's Songs](#)

[It's my Future \(Journey to Excellence\)](#)

[Explore, listen to and make Scottish music](#)

Possible evidence

Learners can:

Say – discuss thoughts and feeling after listening to and analysing a piece of music

Make - work collaboratively to develop and create musical sound

Do – identify aspects of Scottish music; perform musical ideas to an audience.

Reflecting on learning

Evaluative questions relating to the learning experience:

- Did I respond to music and express my thoughts and feelings?
- Can I select from a range of instruments and experiment with sound to communicate my ideas?
- Was I able to work collaboratively and express my ideas and opinions?
- How did our music communicate our thoughts, feelings and cultural identity?

Taking it further

Learners could:

- link or combine music, drama and dance pieces to create an opening ceremony
- investigate music from other countries and present findings
- develop a song for the Commonwealth Games.



Learning journey – Creating ambition - beyond sports

Focus: Creativity across the Curriculum

CfE Level: Across levels

Introduction:

This context for learning encourages learners to connect the ambition of Commonwealth competitors with their own ambitions and dreams, especially where they are not passionate about sports.

Taking the thinking that athletes use to plan training schedules, nutrition and diet, funding, and build support networks, learners will design their own personal “success plan” towards their dreams and aspirations in life or to coach their peers in areas they already feel confident.

The journey is designed to embed creativity skills such as making connections across settings and knowing how to influence change, whilst allowing connections to curriculum areas as learners personalise their own journeys.

This learning journey contains the following learning experiences:

- Being a coach – beyond sports
- Building an ambition – beyond sports
- Living your ambition – beyond sports
- Planning your ambition – beyond sports
- Dreaming your ambition – beyond sports

Prior learning:

Learners may bring an understanding of various sports and the types of training required for them.

Learners may bring an understanding of popular sports personalities the attributes they may demonstrate to be successful and career highlights.

This understanding is not essential and research can be built into the journey to generate this understanding.

Interdisciplinary opportunities:

Creativity can be centered on making connections across the hemispheres of the brain and between curriculum areas that are at first glance disparate. This learner journey makes space for interdisciplinary working in all subjects.

For support embedding creativity visit the [Creativity Portal](#).

The disciplines touched upon will be unique to each individual learner journey dependent upon their chosen ambitions.

Capabilities:

More broadly the journey aims to deliver the four capacities: More confident, focused individuals with an understanding of how to influence change in their own lives. More successful learners motivated and practiced in sourcing personally relevant information from various sources. Effective contributors and responsible citizens who are empowered to contribute to their own learning community and perhaps even to family life through the coaching learning experience.

The journey will develop creativity skills including inquisitiveness about the future, open mindedness about possibilities, ability to identify problems and suggest solutions, and identify ways in which they can influence change in their own lives. You can learn more about the benefits of embedding creative learning, creative teaching and creativity skills by exploring the [Creativity Portal](#).

Learning experience A: Being a coach – beyond sports

Introduction

Pupils will research and discuss the role of Sports Coach, then find connections and ways to apply these ideas to coaching others at school or home.

Stimulus

“How could you coach your friends to success?”

[Qualities of a good coach \(Word Doc\)](#)

Invite a local sports team coach to speak to the class.

Key learning

Learners can:

- Use research tools to find and select appropriate information.
- Connect learning across different settings
- Identify areas where learners can be effective contributors and responsible citizens
- Generate creative solutions to a challenge.

Possible learning opportunities / tasks

- Learners work in groups to brainstorm what kinds of things a Sports Coach might do before sharing with the class through presentations. This would work well immediately after taking part in a sports activity.
- Learners explore the school and perhaps meet younger classes to gain inspiration before brainstorming who at school and home they could coach (peers, siblings, friends, parents)
- Learners each share something they are good at in school and something they are good at out of school, and then discuss how they could share these strengths with others – what, who and how.
- Learners create a poster, TV commercial, radio commercial, a CV or magazine advert offering their coaching services to fellow pupils or family members. Build in the question “How do we know you have the skills to share?”

Useful resources

Badminton Sports Coaching – Sports Scotland
<http://www.youtube.com/watch?v=1htsO73GrvE>

My coach is great!

http://www.youtube.com/watch?feature=player_embedded&v=MbAqkxsl1so

How Coaches Make a Difference:

<http://sportscoachuk.org/site-tools/about-uk-coaching/how-coaches-make-difference>

Possible evidence

Learners can:

Produce – a display of their coaching skills and coaching offer in whatever media is chosen.

Reflecting on learning

Learners can engage in peer-evaluation of how useful their coaching is.

Groups share their definitions of a coach and peer-evaluate how complete these are.

Taking it further

- Personalised support or a lunchtime coaching club could be set for pupils to deliver their mentoring sessions (peer to peer learning).
- Parents could be involved in supporting coaching opportunities at home.

Learning experience B: Building an ambition – beyond sports

Introduction

Learners reflect upon the drive and ambition needed by Commonwealth athletes, before identifying where they might apply this drive to their own life and ambitions.

Stimulus

“What would you love to do with your life if you were the best you could be?”

Follow athletes' stories from the Glasgow 2014 Blog: <http://www.glasgow2014.com/blog>

Invite a local athlete to speak with the class.

Key learning

Learners can:

- Imagine effectively.
- Analyse and create solutions.
- Make connections across different settings.
- Demonstrate ambition to succeed
- Think creatively about my own future.

Possible learning opportunities / tasks

Learners work in groups to imagine as many reasons as possible why a Commonwealth athlete might fail – all the obstacles. Learners then look for the solutions to each of these obstacles creating a list of requirements for a successful athlete.

Pupils identify three ambitions they might have as they grow up based upon: something they are good at, something they would love to do, something their family would love them to do.

Pupils share these ambitions visually on a poster and/or share verbally with the class.

Pupils apply the list of requirements they have created to the new setting of their three ambitions, adding to their 'poster' of ambitions.

A class discussion might focus on those requirements that work for several different ambitions and become useful transferable skills or attributes.

Useful resources

Careers books in the library and local careers advisory services.

Possible evidence

Learners can:

- **Create** – lists of multiple answers to a question (divergent thinking).
- **Create** - a 'poster' of their three ambitions.

Reflecting on learning

Groups can share their requirements of a successful athlete with the class and peer - evaluate how complete these lists are.

Taking it further

- The ambitions identified are powerful levers for future personalised and learner led learning.
- Pupils could start their own Glow Blog to document their journey.
- Invite guest speakers who have experienced success in different forms.

Learning experience C: Living your ambition - beyond sports

Introduction

Pupils research and learn about the lifestyles, attitudes and techniques athletes use before applying these ideas to their own ambitions.

Stimulus

“What do athletes do that makes them so successful?”

Invite a local athlete to speak with the class.

Key learning

Learners can:

- Use research facilities to find and select appropriate information.
- Connect learning across different settings
- Communicate ideas effectively.

Possible learning opportunities / tasks

- In groups pupils can brainstorm and research the physical elements that would be important to a Commonwealth athlete such as diet, sleep, exercise, training, team support, coach support, money etc. (Re-introducing the solutions from [Learning Experience B.](#))
- Pupils delegate responsibility for each element and individually research before reporting back to the group.
- Pupils would make connections and apply these elements to their own ambitions as identified in [Learning Experience B.](#)
- Pupils would create an info-graphic / visual poster of what each ambition will need in order to succeed.

Useful resources

Diet:

<https://www.youtube.com/watch?v=Of0-MQg1YPg>

General Overview:

<http://pleasantonrage.org/articles/WhatDoesitTakeToBeAnAthlete.pdf>

What it Takes:

<http://www.phrasemix.com/collections/13-qualities-of-a-great-athlete-in-english>

[What makes a great athlete \(Word Doc\)](#)

[How to be a good athlete \(Word Doc\)](#)

Possible evidence

Learners can:

Create - a brainstorm display of “What makes a great athlete”

Create - a visual that communicates “What my ambition needs”.

Reflecting on learning

Groups can share their brainstorming with the class and peer evaluate.

Taking it further

- Pupils could add to or start their own Glow Blog documenting their journey
- Invite athletes to talk to the learners.

Learning experience D: Planning your ambition – beyond sports

Introduction

Reflecting upon how Commonwealth athletes set themselves targets and break down four years of training into bite sized goals, pupils will apply this thinking to their own ambition's 'four year plan'.

Stimulus

“Can you break your ambition down into manageable chunks? Can you start one of those chunks today?”

Key learning

Learners can:

- Analyse a problem and break it down into parts
- Identify ways in which they can influence change within their own life
- Connect learning across different settings
- Communicate ideas effectively.

Possible learning opportunities / tasks

The class would discuss how far ahead they plan things and worry about what life will be like (in a week, a month, a year's time, longer?) before reflecting on how it must feel for an athlete to train for a Commonwealth event four years away. What emotions will you feel over the four years?

Pupils will imagine what they can achieve in the next four years to help achieve their ambitions, before breaking this down into manageable objectives.

Pupils will communicate this four-year plan in whatever form they feel is most useful to them – poster, calendar, graph, shopping list etc.

Useful resources

[Target Setting \(Word Doc\)](#)

Possible evidence

Learners can:

Create – a visual four year plan in an appropriate format.

Reflecting on learning

Learners can engage in peer evaluation of four-year plans to assess any gaps.

Taking it further

Pupils could be asked to apply this process to individual areas of their learning – literacy, numeracy etc.

Learning experience E: Dreaming your ambition – beyond sports

Introduction

Pupils will reflect upon what success looks like for Commonwealth athletes and present their own imagined successes having followed and achieved their personal ambitions.

Stimulus

Sporting wins and successes from any sport.

Key learning

Learners can:

- Connect learning across different settings
- Communicate ideas effectively and creatively
- Share ambitions with confidence
- Demonstrate ambition to succeed.

Possible learning opportunities / tasks

Pupils share any prior learning they have of successful sports people and great sporting moments they have seen or heard of. Learners share these moments with the class by creating 20 second performances.

Pupils will discuss the question “Have you failed if you don’t win the Gold Medal?” and come up with as many other ways of defining success at the Commonwealth Games as they can.

Pupils will imagine what success might look like for their own ambitions and share these with a partner.

Pupils will then work in groups to create a large work of art, a drama performance, an animation, piece of creative writing or a newspaper cover that shows these successes coming true. They could even ‘stage’ heroic sports moments outdoors or in the gym.

Useful resources

Andy Murray wins US Open -

<http://www.bbc.co.uk/sport/0/tennis/19539257>

Usain Bolt wins 200m to make Olympic athletics history

<http://www.bbc.co.uk/sport/0/olympics/18914449>

Scottish Olympians Parade Glasgow

<http://www.youtube.com/watch?v=AQZpyDJoJ5g&list=UUPb-n1WVQ8iDAWnNzX2enHA&index=20>

Ten greatest Commonwealth Games moments -

<http://observer.guardian.co.uk/osm/story/0,,756831,00.html>

Directory of Creative Partners -

<http://creativityportal.org.uk/?q=&c=,creative-partners>

Possible evidence

Learners can:

Create – a performance, piece of creative writing or piece of visual art.

Reflecting on learning

Learners can reflect through peer evaluation of presentations.

Taking it further

Pupils could share their work nationally via Glow or to the whole school via a performance or wall display.

LINKS TO FURTHER INFORMATION

Commonwealth Games Scotland - www.cgcs.org.uk

Argyll and Bute Active Schools - www.argyll-bute.gov.uk

Glasgow 2014 – www.glasgow2014.com

Glasgow 2014 Baton Relay - <http://glasgow2014.com/queens-baton-relay/follow-baton>

Team Scotland 2014 - www.goscotland.org/meet-the-team.aspx

The Ryder Cup – www.therydercup.com

Ryder Cup Education Resource - www.rydercupeducation.com/

Game on Scotland – www.gameonscotland.org

Support a Second Team - http://www.sportscotland.org.uk/schools/Support_a_2nd_Team

sportscotland – www.sportscotland.org.uk

Clubgolf – www.clubgolfscotland.com

Commonwealth Games Federation – www.thecgf.com

Young Ambassadors – www.youthsporttrust.org



NOTES

