

MODULAR TRAINING FOR TEACHERS

TEACHER WORKBOOK

Funded by:

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Welcome to Girls Active Modular Training

Purpose

The Girls Active training will explore:

- challenges and **principles** of engaging girls in physical activity
- effective **consultation** with girls
- empowering girls to motivate their peers through leadership:
 - advocacy
 - **marketing**
 - delivery
- **advocating** why and how to engage girls in physical activity
- **planning** to improve your school's provision.

Structure

The Girls Active modular training comprises twelve 10-15-minute video modules. You can work through each one in a tea break or combine them into a longer session. The modules include interactive and reflective tasks linked to this workbook.



Resources

You can download these supporting resources using weblinks shared in the videos:

- Girls Active introductory guide for teachers
- Girls Active cards for girls (sample set)
- This Girl Can... create change! resources for schools.

Modules 1-4 – Why?

Module 1

TASK: What is your vision for Girls Active? What will you see and hear in your school if you are successful?

Module 2

TASK: What is the current state of play in your school? For example:

How many girls meet the recommended physical activity levels? Which girls are least active?

How many girls enjoy PE, sport and physical activity? What do they think and feel?

What stops them from enjoying it or taking part? What barriers get in their way?

You could use the Girls Active survey to gather this information.

Module 2

Reflect: When have you seen girls being confident (in or out of PE)? What helped them to feel that way? When have you seen girls encouraging and supporting each other? What difference did it make?

Module 3

TASK – option 1: Why do you want girls to be physically active? What are the benefits to them – in PE, school and life? What other benefits are there? Log your answers here.

Girls in PE	
Girls in school	
Girls in life	
Other	

TASK – option 2: Or trial a free online consultation tool with your PE colleagues.

- Visit www.mentimeter.com and sign up – the basic package is free!
- Create a new presentation – reasons for girls to be active.
- Slide style – Word Cloud.
- Question – Why do we want girls to be active?
- Entries per participant – 10.
- Click on 'present' to generate a code.
- Share www.menti.com and the code with other participants.
- Give them a deadline (the code is active for up to 2 days).
- Participants use their mobiles to respond.
- See the responses as a word cloud: most popular = largest text.
- Save as a pdf to compare with girls' responses at a later stage.

Module 4

TASK: Imagine you are advocating Girls Active to the following groups in your school:

- Girls
- PE staff
- Senior leaders

What are their priorities? What advocacy messages would you use?

Girls	PE staff	Senior leaders

Modules 5-8 – How?

Module 5

TASK: Consider a time when you successfully engaged girls in PE, sport or physical activity. It can be a small act or a major project. Tick which of the principles it reflects.

My example	Put developing self-confidence at the heart of PE.	
	Make PE and sport relevant to girls' lives.	
	Take a long-term approach to engaging girls.	
	Recognise the power of friends to drive progress.	
	Develop role models for the future.	
	Empower girls to design and deliver PE and sport.	

Module 6

Reflect: How do you deploy girls as leaders already? How might you extend this?

Module 7

TASK: What makes This Girl Can an effective marketing campaign? Why does it resonate with women and girls?

Module 7

How would you market the following benefits to your girls? How would you present them in ways that would appeal to them? Can you create a slogan or hashtag for each?

Social opportunities	Improved wellbeing	Employability skills

Module 8

TASK: How do you consult with girls already in PE? Which tools do you use?

What might you add? How could you involve the Girls Active leaders?

Modules 9-12 – What?

Module 9

TASK: Which girls will you recruit as Girls Active leaders? Work through the questions in two stages to guide you to recruiting your GLAMs.

Participants:

Which girls need to be more active?

What factors do they have in common?

Who influences them?

Leaders:

Which girls will you invite to become Girls Active leaders?

How will you recruit them?

Who else could help you?

Module 10

Reflect: What has already begun to emerge since starting your Girls Active journey? What have girls identified? What does your self-review show? What quick wins do you need? What needs longer-term planning?

Module 10

TASK: When you have recruited your Girls Active leaders, what will your next step be?

Module 11

TASK: How will you support your Girls Active leaders?
When and how will **you** be able to support them?

How could the **girls** support themselves?

Who **else** could support them?

Module 12

TASK: Use the self-review and action plan templates on the following pages to support your implementation of Girls Active.



Remember

Every journey starts with a single step!
Make yours simple but do-able!

Good luck with your Girls Active journey and keep in touch!

@YouthSportTrust #GirlsActive

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Self-review tool – PE and sport

Share and complete with your PE department after the training to identify your priorities.

	Bronze	Silver	Gold
1 – Consultation and relationships			
There is regular consultation with girls about PE, sport and physical activity.			
Girls are willing to discuss their views and feelings about PE, sport and physical activity with PE staff.			
PE staff respond positively to girls' suggestions about PE and sport and are open to change.			
2 – Curriculum PE			
Engagement of girls is an explicit and shared priority within departmental planning.			
Increasing girls' confidence and self-esteem is central to teaching and learning in PE.			
PE is made relevant to girls' lives: to support them to be active for life and to develop their life skills.			
Planning and delivery take account of girls' preferences in terms of whom they work with.			
Girls are fully involved in designing and delivering aspects of the PE curriculum.			
Various role models, including peers, are used to inspire girls' participation in PE.			
All girls are supported to achieve their potential in PE, incl. less-active, SEND, BME, Pupil Premium etc.			
3 – Extra-curricular sport and physical activity			
Girls' sports and physical activities have the same level of provision and profile as boys'.			
Provision builds girls' confidence and supports them to find their own reasons to be active.			
Extra-curricular provision takes account of girls' wider lives, helping them to develop healthy habits.			
Provision reflects and develops girls' social networks and skills.			
Girls are fully involved in designing and delivering extra-curricular provision.			
Role models, including peers, are used to inspire girls' participation in sport and physical activity.			
All girls are supported to engage in extra-curricular activity, incl. under-represented groups.			
4 – Accredited PE, sport and physical activity			
Accredited courses take account of girls' interests and motivations.			
Accredited courses show how they are relevant to girls' wider lives, e.g. beyond sport.			
Girls involved in accredited courses are used as role models and leaders to inspire other girls.			

Self-review tool – whole school

Share and complete with your PE department after the training to identify your priorities.

	Bronze	Silver	Gold
5 – Whole school			
Girls' PE, sport and physical activity have a high profile across the whole school.			
Senior leaders value and support interventions to increase girls' engagement in physical activity.			
All staff recognise and reinforce the benefits of PE, sport and physical activity to girls' wider lives.			
Non-PE staff are positive role models in promoting healthy, active lifestyles.			
Non-PE staff are used to support the girls, e.g. cross-curricular work, wider skills, targeted groups.			
6 – Parents			
Parents recognise the benefits of PE, sport and physical activity to their daughters' lives.			
Parents are aware of and support interventions to increase girls' engagement in PE and school sport.			
Parents are aware of the opportunities for girls (and families) to be active, in and beyond school.			
Parents' knowledge, skills and connections are used to enhance provision for girls.			
7 – Transition			
PE teachers share practice with colleagues in other schools to create a seamless pathway for girls.			
Opportunities are provided for girls to work with girls from other schools.			
Older girls are deployed as leaders and role models for younger girls.			
Schools collaborate to enhance their extra-curricular provision for girls.			
8 – Community sport and physical activity			
PE gives girls the confidence, motivation, knowledge and skills to be active beyond school.			
Girls are provided with positive role models from beyond school, e.g. local and national.			
Community providers' resources and expertise are used to enhance the school's provision for girls.			
Girls are made aware of the different opportunities to be active in their local community.			
Girls are made aware of how they can progress in sport – as leaders/volunteers as well as performers.			
Partners support girls to make the transition to community sport and physical activity.			

Action plan

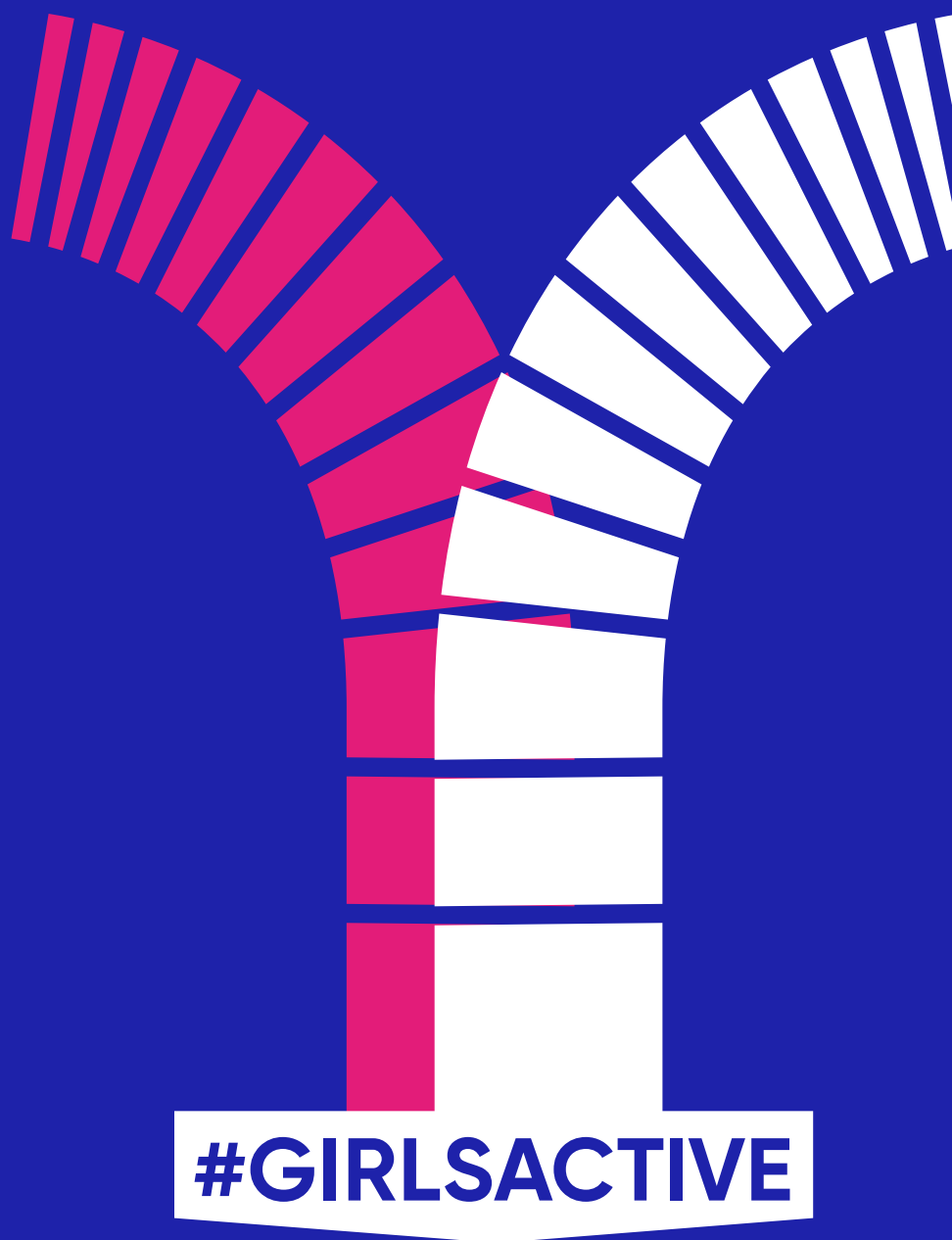
Once you have identified your priorities through the self-review, create an action plan with the Girls Active leaders.

Priority area:			
Which principle(s) do we need to develop?	What will this look like practically? (Specifics will be shaped by GLAMs)	Who do I need to influence?	How will I kick-start the process?
<i>Example</i> <i>Priority: Other staff</i> <i>Principle: Role models</i>	<i>GLAMs interview female staff members and create a display for the school corridor of how/why they are active.</i>	<i>Head teacher to sanction it. Ms X & Ms Y who will be keen and positive allies from the start.</i>	<i>Test idea on Ms X & Ms Y informally first. Propose idea to GLAMs to get their input. Suggest GLAMs practise by starting with me.</i>

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