### CONTENTS PAGE

#### How to use this guide

**Keyword and lesson plan map**

**AWRA AMBA**
- **LESSON ONE:** Introducing Awra Amba
- **LESSON TWO:** Health and wellbeing
- **LESSON THREE:** Lifelong healthy living
- **LESSON FOUR:** Healthy in mind and body

**SECRETS OF THE OPERA**
- **LESSON ONE:** Welcome to the opera
- **LESSON TWO:** Teamwork
- **LESSON THREE:** Emotional wellbeing
- **LESSON FOUR:** Healthy eating
- **LESSON FIVE:** Gender stereotypes
- **LESSON SIX:** Building on strengths
- **LESSON SEVEN:** Physical activity and wellbeing
- **LESSON EIGHT:** Communication under pressure
- **LESSON NINE:** Feeling the music

**DINNERTIME 360**
- **LESSON ONE:** Introduction
- **LESSON TWO:** Perseverance
- **LESSON THREE:** The significance of sports
- **LESSON FOUR:** Nutrition
- **LESSON FIVE:** Muhammed's home
- **LESSON SIX:** Healthiest cuisines

**ASSEMBLIES**
- **Assembly one:** Thinking about wellbeing
- **Assembly two:** Healthy eating
- **Assembly three:** Stress awareness
- **Assembly four:** World Health Day

**APPENDICES**
- **Appendix 1:** The 50 Lyfta Skills and Values
- **Appendix 2:** Cooperative learning role cards
- **Appendix 3:** My plan for the future
- **Appendix 4:** Food pyramid
A collaboration between Lyfta and the Youth Sport Trust along with Lead Inclusion Schools across the country has led to the creation of a new guide that uniquely connects PE, school sport and health and wellbeing together through immersive storyworlds, aligned with the United Nations Sustainable Development Goals. The aim of this collaboration is to provide practitioners with the opportunity to engage young people in their schools that may not have previously accessed school sport, and develop confidence to access new opportunities, with the long term outcome of increasing take up in physical activity. This guide contains 19 lesson plan ideas and 4 assembly suggestions. Keywords help to get a quick overview of the themes or curriculum area covered in each lesson plan, across three Lyfta storyworlds.

The guide is intended to help teachers easily construct a suitable study unit according to the time they have available. This guide is not intended as a scheme of work or a ready-made curriculum.

The lesson plans can be used as one-off experiences to elevate or bring to life work you are already doing with your students, they can be used as part of an existing scheme of work or they can be used as a starting point around which you create a scheme of work. Each lesson contains a variety of activities, which can be tailored for different ages and abilities.

This makes the resource flexible, so that plans can be used and adapted according to your own students’ needs and interests.

“Lyfta is a powerful platform that reduces the marginalisation that children and young people with additional needs too often experience. The platform removes boundaries and has the unique quality of removing those labels of SEN or disability. Suddenly the world is there to access, explore, and engage with as a global citizen. It is a platform that reduces tokenistic surface level experiences by ensuring deep learning opportunities for social connections.”

Vijita Patel, Principal, Swiss Cottage School

“Lyfta provides an outstanding opportunity to support learning beyond the classroom and has the potential to inspire today’s learners to become active and engaged citizens of tomorrow”

Allen Tsui, Year 5 teacher at Willow Brook Primary School Academy
## Lesson Plan Map

<table>
<thead>
<tr>
<th>Curriculum area</th>
<th>Awra Amba Lesson Plan</th>
<th>Secrets of the Opera Lesson Plan</th>
<th>Dinnertime 360 Lesson Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement</td>
<td>3</td>
<td>1, 4, 5, 7, 8, 9</td>
<td>2, 3</td>
</tr>
<tr>
<td>Using skills, techniques</td>
<td>1</td>
<td>1, 2, 6, 7, 8, 9</td>
<td>1, 2</td>
</tr>
<tr>
<td>Trust and Cooperation (social)</td>
<td>1, 3, 4</td>
<td>1, 2, 3, 8, 9</td>
<td>3</td>
</tr>
<tr>
<td>Competition</td>
<td></td>
<td>2, 8</td>
<td></td>
</tr>
<tr>
<td>Challenge</td>
<td></td>
<td>1, 2, 7, 8, 9</td>
<td>2, 3</td>
</tr>
<tr>
<td>Communication</td>
<td>1, 3, 4</td>
<td>1, 2, 3, 6, 8, 9</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>Confidence</td>
<td>1</td>
<td>1, 2, 6, 9</td>
<td></td>
</tr>
<tr>
<td>Preparation for life and participation</td>
<td>1, 3, 4</td>
<td>1, 2, 3, 4, 5, 6, 8</td>
<td>2, 4, 6</td>
</tr>
<tr>
<td>Health and Fitness</td>
<td>2, 3</td>
<td>1, 4, 5, 7, 8, 9</td>
<td>3, 4, 6</td>
</tr>
<tr>
<td>Teamwork</td>
<td>4</td>
<td>1, 2, 3, 8, 9</td>
<td>2, 3, 4</td>
</tr>
<tr>
<td>Navigation</td>
<td>1</td>
<td>1, 8, 9</td>
<td>1, 5, 6</td>
</tr>
<tr>
<td>Growth mindset</td>
<td>1, 3, 4</td>
<td>2, 4, 5, 6</td>
<td>1, 2, 5</td>
</tr>
<tr>
<td>Coping methods</td>
<td>3, 4</td>
<td>2, 3, 4, 8</td>
<td>2, 5</td>
</tr>
<tr>
<td>Healthy living</td>
<td>2, 3, 4</td>
<td>1, 4, 7</td>
<td>3, 4, 6</td>
</tr>
<tr>
<td>Perspective taking</td>
<td>1, 3, 4</td>
<td>1, 2, 3, 5, 6, 8</td>
<td>1, 2, 3, 5, 6</td>
</tr>
<tr>
<td>Adaptability and flexibility</td>
<td>1, 4</td>
<td>2, 5, 7, 8, 9</td>
<td>5</td>
</tr>
<tr>
<td>Resilience and perseverance</td>
<td>1, 4</td>
<td>1, 4, 5</td>
<td>2, 5</td>
</tr>
<tr>
<td>Empathy and understanding of others</td>
<td>1, 2, 3, 4</td>
<td>2, 3, 5, 6, 7, 8, 9</td>
<td>1, 2, 3, 5, 6</td>
</tr>
<tr>
<td>Self-motivation</td>
<td>1, 3</td>
<td>1, 4, 5, 6</td>
<td></td>
</tr>
<tr>
<td>Time management</td>
<td>1, 4</td>
<td>1, 4</td>
<td>3</td>
</tr>
</tbody>
</table>
## LYFTA & YOUTH SPORT TRUST: LESSON PLANS
### Keyword and lesson plan map

| SDG 3: Good health & wellbeing | 2, 3, 4 | 1, 6, 5, 7, 8 | 4, 6 |
| SDG 4: Quality education       | 1, 2   | 5            | 4, 5 |
| SDG 5: Gender equality         | 1      | 5, 6         | 1, 3, 5 |
| SDG 8: Decent work and economic growth | 1, 4 | 4, 5, 6, 8 | 5 |
| SDG 10: Reduced inequalities   | 1, 2, 3, 4 | 5 | 1 |
| SDG 16: Peace, justice and strong institutions | 1, 3, 4 | 2 |

The Department for Education P.E. programmes of study:  

The United Nations Sustainable Development Goals (SDGs)  
https://sustainabledevelopment.un.org/sdgs

The Lyfta 50 Skills and Values  
(See appendix 1)
Outline of lesson (45 min)

1. Setting the scene (5 min)
2. Introducing Awra Amba (5 min)
3. Initial assessment (5 min)
4. Intro film (5 min)
5. Students explore Awra Amba (15 min)
6. Conclusion (10 min)

Learning objectives:
To learn to navigate in 360 degrees
To orientate the students in Awra Amba
Thinking about and discussing growth mindset

Keywords: Skills, trust & cooperation, communication, confidence, preparation for life, navigation, growth mindset, perspective taking, adaptability and flexibility, resilience and perseverance, empathy and understanding of others, self-motivation, SDG4, SDG5, SDG8, SDG10, SDG16

1. Setting the scene (10 min)
The teacher leads a discussion on a selected topic based on the children’s previous knowledge and experience. The topic can be chosen according to the desired focus for the learning experience (such as society and living together, health, resilience). Also the children’s topic-related expectations and assumptions can be discussed.

2. Introducing Awra Amba (5 min)
The teacher describes the Awra Amba village and introduces some of the villagers. The portrait gallery can be used as a visual aid. The Welcome to Awra Amba transcript can help with this (page 59 of the teacher guide). The teacher also tells the children about how Awra Amba will be part of the school work and what will be learned over the course of the experience.

3. Intro film (5 min)
The intro film is watched together and discussed briefly.

4. Students explore Awra Amba (15 min)
Children get to freely explore the digital Awra Amba learning environment.

5. Closing discussion (10 min)
The students’ thoughts and questions regarding the Awra Amba site are discussed.
Awra Amba built their own clinic in 2008. Today, it services thousands of people from the local area. The community employs three health professionals to run the clinic, including Mulaw-Lanchi, a qualified nurse who moved to Awra Amba for the job. In this film, she tells us how health professionals are at odds with local communities who insist on using traditional healing and witchcraft instead of seeking modern medical help.

**Keywords:** Health and Fitness, Healthy living, Empathy and understanding of others, SDG 3: Good health, SDG 4: Quality education, SDG 10: Reduced inequalities

1. **Setting the scene (10 min)**
   Each student draws a picture of a person who leads a healthy life. Next to the picture, they write what kind of a role the following have in the person's life:
   - Food
   - Exercise
   - School/work/daily routine
   - Leisure
   - Friends
   - Family
   If there's time, one or two children can present or talk about their pictures to the class. This can lead to a discussion about the kinds of factors that affect a person's well-being and happiness.

2. **Welfare in Awra Amba (10 min)**
   Before watching the film, children discuss the times when they or someone in their family has had to go to the doctor or hospital. What could have happened if there was no doctor or nurse? Or if they had to walk for 3 hours to get there?
   The film about health is watched together.
   Discussion after the film: What kinds of health-related issues do the people in rural Northern Ethiopia have? How are the typical health issues in parts of Ethiopia similar to and different from those in your society? What is special about the health care in Awra Amba compared with other rural parts of Ethiopia? What is the health care system in the UK like? Does anyone know how it works and how it has changed over the last few years?
What traditional remedies does your family use, and which ones work? E.g. Hot lemon and honey when you have a cold, rubbing a dock leaf on a nettle sting.

3. Warm ups and cool downs (20 min)
Suggested final written outcome: ways to protect yourself before and after sporting activity

Activity: In pairs children think of 5 ways they can warm up and cool down before a specific physical activity and write them down.

Describe the activity - is it a sport? A set of exercises? Which parts of the body or muscle groups are in use? How would you warm up before the activity begins?

What ways would you cool down after the exercise? What would you need to do to ensure that your muscles and body is stretched and supported well after the activity?

Alternative activity: Basic first aid
The teacher will guide the children in what to do for basic injuries and first aid e.g. Cleaning a wound, stopping bleeding with pressure, icing and elevating to stop swelling, when and how to call for help.

4. Conclusion (5 min)
Discuss why it is important to take care of your body before and after exercising. When might you need to see a medical professional or need medication or physical therapy? What basic first aid can you do before needing to see a medical professional.
Outline of lesson (45 min)
1. Setting the scene (5 min)
2. The elderly in Awra Amba (10 min)
3. Assignment (20 min)
4. Conclusion (10 min)

Learning objectives:
To understand that a person strives to do what is right, respecting him/herself, other people, and the environment
To understand that the well-being of each member of a community benefits everybody
To practise decision-making skills based on reliable information, ethical deliberation and taking somebody else’s perspective
To consider how keeping a healthy lifestyle changes over a lifetime

In Ethiopia, just like in many other parts of the world, the elderly can be neglected both socially and in care. In this film, 85-year old great grandfather Hossein Bogale, who was one of the founders of Awra Amba, tells us what life is like for the elderly people in the community. He knows that keeping active is an important part of his daily routine to keep him healthy in body and spirit.

Keywords: Movement, Trust and Cooperation (social), Communication, Preparation for life and participation, Health and Fitness, Growth mindset, Coping methods, Healthy living, Perspective taking, Empathy and understanding of others, Self-motivation, SDG 3: Good health, SDG 10: Reduced inequalities, SDG 16: Peace, justice and strong institutions

1. Setting the scene (5 min)
The teacher leads a discussion about how society supports its members:
   When do people need help?
   Who does society help?
   Who else can provide help? e.g. Charities (such as Help the Aged, RSPCA, Oxfam, family, neighbours, social services)
   Why is it good to help others?
   In what situation could you be in need of help?
   Can younger people help older people? What are the benefits for younger people in this arrangement?

2. The elderly in Awra Amba (10 min)
The children watch the film about elderly care in Awra Amba on their own device or sharing with a friend. After watching the film, they can study the 360° photo of the elderly home. The children discuss based on their experience:
   Why do some elderly people move into a home?
   Do you know anybody who lives in a care home? What have they said about it?
   What can happen to elderly people when they cannot be physically active?
3. Assignment: plan activities to keep active (20 min)

Draw a picture of a person who leads a healthy life. Next to the picture, write what kind of a role the following things have in the person’s life:
- Food
- Exercise
- School/work/daily routine
- Leisure
- Friends
- Family

The children can work in groups to produce a list of reasons why being physically active is good for the body and spirit.

What parts of the body and systems benefit most from physical activity? E.g. the heart, muscles, coordination, balance.

What are the benefits and dangers of physical activity for some older people? E.g. Benefit of better heart health, danger of injury which takes longer to heal.

Create a fun and engaging fitness regime for an older person or a group of older people that can support their physical wellbeing, listing the benefits, risks and ways to mitigate these. This can be imaginary, or perhaps you could even see if you can engage your local nursing home or older members of the community.

4. Conclusion (10 min)

Could you partner with a local nursing home and collaborate to keep yourselves and them physically active?
Keeping healthy isn't just about being physically mobile, but also feeling an active and contributing member of the community. Etagegn is an elderly lady who, after the loss of her immediate family, decided to set off and find the idyllic village that she had heard people talking about, called Awra Amba. The community made a collective decision to take her under their wing. A social security fund that everyone contributes to on Tuesdays has helped Etagegn start afresh. Now she contributes to the charity fund herself.

Outline of lesson (45 min)
1. Setting the scene (5 min)
2. My communities (10 min)
3. The meaningful community (10 min)
4. Group work assignment: This is how I help (10 min)
5. Working together (10 mins)

Learning objectives:
To understand that each person belongs to several communities
To understand the role of community for an individual's well-being
To understand how an individual can support and help the other community members

Keywords: Trust and Cooperation (social), Communication, Preparation for life and participation, Teamwork, Growth mindset, Coping methods, Healthy living, Perspective taking, Adaptability and flexibility, Resilience and perseverance, Empathy and understanding of others, SDG 3: Good health, SDG 8: Decent work and economic growth, SDG 10: Reduced inequalities, SDG 16: Peace, justice and strong institutions

1. Setting the scene (5 min)
The teacher or some of the children lead a discussion about communities.
Questions:
What is a community?
What types of different groups of people can form communities? (A family, a class, a sports team, a group of friends, the employees of a company, etc.)
Why are communities important to people?
Why is it important to get along with other people?
How do I feel when I can’t find my place in the community or team?

2. My communities (10 min)
Children list communities that they are a part of. Some of them may wish to talk about their communities. Do any new definitions of community come up? (For example, both a sports team and the players of an online game can form a community, even if the participants in the latter do not necessarily share the same physical space.) Children can also discuss what it feels like if one is not accepted to be part of a community.
3. The meaningful community (10 min)
Children watch the film about compassion. After watching the film, they can study the multimedia content in the village square.

Discussion at the end:
Why did Etagegn leave her former home/village?
How did her life change in Awra Amba?
How does the community of Awra Amba support people who need help?
How does being part of a community help your health? Is health just physical or can one’s mental and emotional wellbeing be affected by community?

4. Group work assignment: This is how I help (10 min)
Final outcome: Group discussion leading to poster
Each student chooses 1 – 2 communities that s/he belongs to. They should think about how they could help the other community members. The things they do can be small, such as taking the rubbish out at home, or making sure everyone who wants can participate in a break time game at school. The children list their ideas.

In small groups, the students make a poster with their ideas and decorate the poster. The posters can be displayed in the class so that everybody will remember their commitment, and they can be discussed later. One possibility is to discuss again a week later, to see whether the students have managed to keep to their ideas.

5. Working together (10 min)
This is a fun way to show students that working together can be fun. In pairs or small groups, students write something they have learned from the lesson on a balloon. Working together, either in their pairs or small group, or collaborating with another pair or small group, students will form a small community with a mission to keep their balloon aloft for as long as possible. Each individual in the community must tap the balloon once and cannot touch it again until it has been tapped by another member of their community. If the balloon touches the floor or is touched twice consecutively by the same person, that 'learning' is out. The last remaining learning written on a balloon (or multiple learnings on several balloons) still in the air, are read out to the class to end the activity.
Outline of lesson (45 min)

1. Setting the scene: Welcome to the Opera (5 min)
3. Life hacks for well-being (25 min)

Learning objectives:
To get an overview of the Finnish National Opera and Ballet
To start thinking about the many layers of well-being
To get an idea of what to expect from Secrets of the Opera
To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
To retrieve, record and present information

Keywords: Movement, Using skills, techniques, Trust and Cooperation (social), Challenge, Communication, Confidence, Preparation for life and participation, Health and Fitness, Teamwork, Navigation, Healthy living, Perspective taking, Resilience and perseverance, Self-motivation, Time management, SDG 3: Good health

1. Setting the scene: Welcome to the Opera (5 min)
Secrets of the Opera is a digital learning environment that opens the doors to the Finnish National Opera and Ballet.
Visitors can explore the different spaces with computers or tablets. The teacher can show what the Opera and Ballet buildings look like: http://oopperabaletti.fi/en/about-us/

Students form groups of approximately 4-6. Each group is given a question to discuss. Before starting the discussions, assign the following roles:
- Facilitator
- Quality checker
- Scribe
- Timekeeper
- Resource manager
- Team representative/chairperson
The cooperative learning role cards (see appendix 2) can be easily adapted to suit the needs of the group.
After discussing, the teacher asks the chairpersons to take turns in sharing a brief summary of the discussion with the whole class.
Group members can add remarks and other peers can make questions.

Suggested discussion questions:
Who works in the opera and ballet and what do they do?
What different types of professions are there? Is it important to have institutions like national operas and ballets? Why/Why not?
What would it be like to be a ballet dancer by profession? What would a typical work day look like?
What kinds of spaces are there in an opera and ballet house? What are they like?
Have you seen an opera and/or a ballet performance? If you have, what was it like? If not, would you like to? Why/Why not?
After the discussions, the teacher can show the Secrets of the Opera intro to the class.
3. Life hacks for well-being (25 min)

**Background:** To be an opera singer or a ballet dancer requires a great deal of ongoing practice. As the body is the most important working instrument, it’s extremely important to take good care of one’s health and well-being. Sometimes this might feel difficult, especially for people who don’t have an external source of motivation that pushes them to pay attention to a healthy lifestyle.

Healthy life hacks can help people to create good habits in everyday life.

The teacher starts by asking the students if they know what a life hack is. The concept is briefly discussed.

Life hack (or life hacking) refers to any trick, shortcut, skill, or novelty method that increases productivity and efficiency, in all walks of life. ([Source: https://en.wikipedia.org/wiki/Life_hack](https://en.wikipedia.org/wiki/Life_hack))

The teacher then asks the students to come up with and write down three life hacks to promote any type of well-being in life. Once they are ready, they form groups of approximately 3-4 and together select the three best life hacks and write them down (they can be written onto posters and decorated, if time allows.)

At the end of the activity, the life hack posters are displayed so that everyone can take a look at them. Finally, the teacher can lead a class discussion on whether the students find such life hacks useful in their own life, and what kinds of factors constitute holistic wellbeing.

**Examples:**

- Add a handful of coarse salt to 1 ml of coconut oil to make the perfect DIY body scrub.
- When you feel the symptoms of an impending blister, apply duct tape over the irritated spot to make the blister vanish.
- If you often find yourself craving unhealthy snacks like crisps, candy or chocolates, portion servings into small baggies so you don’t devour the whole package when those inevitable cravings arise.
- If night time thoughts are keeping you awake, write them all down. This clears your head and makes it easier to sleep.
Outline of lesson (45 min)
1. Setting the scene: What is teamwork? (10 min)
2. Teamwork experiment: Human knot (10 min)
3. Option A: Teamwork experiment — A project with Erika (25 min)
   Option B: Teamwork experiment — A project with Erika (25 min)
   Option C: Teamwork challenge competition - crossing the water (25 min)

Learning objectives:
To understand the concepts of ‘team’ and ‘teamwork’
To recognise the benefits of working in a team
To understand the requirements of successful teamwork outcomes
To foster the team spirit and sense of community in the class

Keywords: Using skills, techniques, Trust and Cooperation (social), Challenge, Communication, Confidence, Navigation, Preparation for life and participation, Teamwork, Growth mindset, Coping methods, Perspective taking, Adaptability and flexibility, Empathy and understanding of others, SDG 16: Peace, justice and strong institutions

1. Setting the scene: What is teamwork? (10 min)
The students watch the film about costume designer Erika. After the film, the teacher shares the following thought Erika expresses in the film with the students:
“Everyone contributes to the creation of the piece of art until the moment it is in front of the audience.” - Erika
The teacher then leads a discussion into different aspects of teamwork.
A team is a group of people linked in a common purpose, e.g. sports teams, professional teams, volunteer teams, project teams, etc.
Suggested questions to spark discussion:
What is teamwork?
What kinds of teams can you think of?
Why is it important that different professionals work together when designing costumes for the opera and ballet?
What other roles in the opera require teamwork?

2. Teamwork experiment: Human knot (10 min)
The teacher asks the students to form a circle, everyone standing next to each other so that they are facing towards the center of the circle. They give their hands to any two peers so that they are all holding two people's hands. Once everyone is holding two hands, the challenge is to try to ‘open the knot’ by finding the way to a circle where everyone is standing in a circle again, just simply holding hands with the two people on both sides, untangled.
The students can’t let go of the hands, but they can readjust their grip.
When the given time is up (e.g. 5 min), the knot untangled or not the teacher asks the students to share their feelings during the activity.
The class can also be divided into smaller groups if it is very big. In a small group, the activity is less challenging and suits younger students.
Suggested questions to spark discussion:
What were the types of difficulties you faced?
What could have been done to make the activity easier?
3. Option A: Teamwork experiment - a project with Erika (25 min)

Link to BLP’s (Building Learning Power) 4 Rs (Resilience, Resourcefulness, Reflectiveness and Reciprocity).
See www.buildinglearningpower.com

The teacher asks the students the following question:
What kinds of skills are helpful when you want to work in a team?

Students can take a moment to brainstorm ideas with a partner, and record on whiteboards.

The teacher explains the activity to the students:
‘Now you will try to imagine what it would be like to work together with Erika. You need to help her organise her projects. What kind of advice would you give to Erika so that everyone can work efficiently and happily? Remember that she works, for example, with other costume designers, seamstresses, dancers, singers, scenographers and directors.’

In groups of 3-5 members, the students write down advice for Erika. Roles are assigned as in lesson 1. The teacher provides the groups with two small pieces of papers (e.g. sticky notes) where the groups can write their two pieces of advice.

Then, the students share their ideas and explain why they are important for successful teamwork. After that, they can attach the advice on the wall. The good advice can also remind the students in the future.

Exploring the 360° image of the costume workshop, as well as other spaces, may help to understand who is involved in the costume design process, and how.

4. Option B: Teamwork experiment — A project with Erika (25 min)

Shared reading: Children examine a range of instructional texts and identify the key features.
They then write their own instructions, e.g. ‘How to be a terrific team member’.

This could be presented as a poster, or a ‘How to...’ guide.
Or presented as a piece of drama, modelling how to work successfully in a team.

For instructions, check http://www.bbc.co.uk/guides/zws9tv4

In groups of 3—5 members, the students create a leaflet/guide for successful teamwork. They think of all the different people Erika works with (e.g. other costume designers, seamstresses, dancers, singers, scenographers, directors) to start understanding the different aspects of teamwork.

The framework can be built on steps, advice, or skills, for example. The outcome should be a carefully designed, easily understood, and attractive guide. The format can be either digital or on paper. The students can use the internet to search for inspiration and information.
5. Option C: Teamwork challenge competition ideas: (25 min)

Group juggling - like juggling solo but children need to work in pairs or groups to juggle balls.

Minefield: The teacher has creativity to design this as they wish, but the basic idea is to divide into two teams. Students must navigate an obstacle course while blindfolded. Teamwork is vital, as teammates must help guide each other in order to successfully navigate the obstacle course.

Stick together: A classic cooperation game. Like the traditional but dangerous 'three-legged race', students must work together to succeed in what ends up being a fun and chaotic game. Students must ensure that they link arms and stick together throughout the challenges.

Treasure Hunt: As with Minefield, there is no shortage to the creative direction that a teacher can mold this game. The great thing about Treasure Hunt is that any item at home or in the classroom can be used, and hidden, and allow for middle schoolers to team up and work together in an effort to find all the treasures.

Murder mystery games: there is a list of games here https://www.thespurce.com/free-murder-mystery-games-1357635

Survival games: try NASA’s Moon Landing challenge http://insight.typepad.co.uk/moon_landing.pdf or the Coast Guard’s Lost at Sea http://insight.typepad.co.uk/lost_at_sea.pdf
Outline of lesson (45 min)

1. Setting the scene: coping with frustration (15 min)
2. Understanding emotions & feelings (5 min)
3. Identifying personal coping methods (25 min)

Learning objectives:
- To understand why humans experience various emotions (sadness, anger, happiness, etc.)
- To start thinking how we can recognize and manage our emotions
- To reflect on personal emotions
- To give well-structured descriptions, explanations, and narratives for different purposes, including for expressing feelings

Keywords: Trust and Cooperation (social), Communication, Preparation for life and participation, Teamwork, Coping methods, Perspective taking, Empathy and understanding of others

1. Setting the scene: coping with frustration (15 min)

Students watch the film about Hanna. During the film, they think about the following questions:
- What does Hanna do when she feels frustrated in her work that things are not going well, or that nobody understands her?
- Why does she do that?

The thoughts can be discussed with a partner/in small groups/with the whole class.

Turn now to examples in sports where you may become frustrated, and discuss ways you can overcome frustration. E.g. Professional footballers often become frustrated with the referee if they feel there has been an injustice or a missed misdemeanour. They can become frustrated with team-mates if they are not playing as well as they would like, or missed an opportunity.

Discuss ways you can reduce your frustration and ensure it doesn’t escalate.

2. Understanding emotions & feelings (5 min)

The teacher asks if the students think there is any difference between ‘feelings’ and ‘emotions’. Students can look up words in dictionaries. There are no established, single definitions but typically emotions and feelings are understood to differ in their origin.

Emotions

Emotions are short-term evaluative, affective, intentional, psychological states, including happiness, sadness, disgust, and other inner feelings.

Emotions are lower level responses occurring in the subcortical regions of the brain, the amygdala and the ventromedial prefrontal cortices, creating biochemical reactions in the body, altering the physical state.

The different types of emotions are shared by all humans.

Feelings

Feelings are affective experiences reported by individuals as pleasantness, unpleasantness, excitement, calmness, sadness, happiness, etc.

Feelings originate in the neocortical regions of the brain.

Feelings are subjective, being influenced by personal experience, beliefs, and memories.

A feeling is the mental portrayal of what is going on in your body when you have an emotion.

The teacher then asks why people experience different emotions. This can be discussed with a partner/in small groups/with the whole class.

“We have evolved emotions as ways of helping us to rapidly reorganise our mental and bodily resources to help us prepare for anything the world might throw at us.”

- Dr Tim Dalgleish, Senior MRC research scientist, University of Cambridge

3. Identifying personal coping methods

We all face stressful situations and negative emotions. Luckily, we have different ways of dealing with those situations. Different people may react to similar situations very differently, however. In this activity, the students are encouraged to recognise their characteristic coping methods.

First, they individually write a list of things to answer the following question:

“What do you do when you feel sad, angry or frustrated?”

The answers can be shared in a small group/with a pair/with the whole class. As the answers may be very personal, however, another option for reflection is to use a ‘responsive fingers activity’.

Responsive fingers

The teacher asks the following questions, and the students indicate their answers by lifting their fingers.

The activity is done with eyes closed so that it can work as a genuinely personal reflection.

1 finger = not true of me at all
2 fingers = not very much true of me
3 fingers = somewhat true of me
4 fingers = mostly true of me
5 fingers = very much true of me
• When I feel negative emotions, I want to be alone.
• When I feel negative emotions, I seek support from others.
• When I feel negative emotions, I try to identify what the root cause is and change the situation.
• When I feel negative emotions, I imagine alternative scenarios where I feel better.
• When I feel negative emotions, I remind myself of previous good experiences.

Writing poems to express emotion

Students collect ‘emotion’ words and use these to write their own poem, based on a view out of a window. Use Hanna’s view out of the bus window to create a class poem together. Students then write their own poems based on a view.

Michael Rosen’s A–Z has some great examples of ‘emotion’ words, along with Window by Jeannie Baker, which is an excellent resource: http://www.jeanniebaker.com/book/window/
Outline of lesson (45 min)

1. Setting the scene: comparing routines (20 min)
2. Are you what you eat? (25 min)

Learning objectives:
To see what a professional dancer’s daily routine is like
To become aware of individual daily routines
To understand that healthy routines are more important than less healthy exceptions
To use spoken language to develop understanding through speculating, hypothesising, imagining, and exploring ideas

Keywords: Movement, Preparation for life and participation, Health and Fitness, Growth mindset, Coping methods, Healthy living, Resilience and perseverance, Self-motivation, Time management, SDG 3: Good health, SDG 8: Decent work and economic growth

1. Setting the scene: comparing routines (20 min)

Reflection exercise:
The teacher gives the students the chart on which they write their daily routines.
After that, the students find ballet dancer Terhi and watch the film about her (as many times as needed). While watching, they write Terhi’s daily routine on another chart.
See https://s3.eu-west-2.amazonaws.com/lyftalearningresources/EN+Lyfta+Teachers'+Guides/SOTO+_Eng+15032018+INTERACTIVE.pdf for the comparing routines chart
In pairs/small groups, the students compare their routines with each others’ and the ballerina’s. What is similar? What is different?

2. Are you what you eat? (25 min)

Terhi likes to enjoy food. Healthy and nutrient rich food is important for all of us, and especially so for a professional dancer.
The teacher briefly introduces the plate model and then asks the students to design a meal they would love to have according to the Model.

Writing a recipe
Shared reading: Students look at a selection of recipes and note the key features (e.g chronological order, imperative verbs, time connectives, numbered/bullet points, illustrations).
They then write their own recipe for a healthy meal, using the key features as success criteria. http://www.bbc.co.uk/education/clips/z8c6rdrm
These recipes could be compiled into a class recipe book.
Outline of lesson (45 min)

1. Setting the scene: getting to know Michal (15 min)
2. Activities (30 min)

Learning objectives:
To recognise gender stereotypes
To improve writing skills
To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

Keywords: Movement, Preparation for life and participation, Health and Fitness, Growth mindset, Perspective taking, Adaptability and flexibility, Resilience and perseverance, Empathy and understanding of others, Self-motivation, SDG 3: Good health, SDG 4: Quality education, SDG 5: Gender equality, SDG 8: Decent work and economic growth

1. Setting the scene: getting to know Michal (15 min)
After first watching the film about Michal, the film is discussed together.
Suggested questions to spark discussion:
Why do you think Michal was the only one boy in the ballet lesson?
Why do you think Michal didn’t tell his friends he wanted to be a ballet dancer?
How would you feel about it if your dad or brother was a ballet dancer?
Think of a situation where you felt like you didn’t belong. What made you feel that way? What did you do?

2. Activities (choose one) (30 min)
Activity A: Encourage Michal
The students write an email to Michal to encourage him in his work.
Shared reading: As a class, look at a variety of letters/emails and highlight the key features that make an excellent letter.
Writing: Then write a letter or email to Michal to encourage him in his work, using the key features as success criteria. (It is possible to actually send these letters/emails to Michal through Lyfta: info@lyfta.com)

Activity B: Curriculum vitae
Create a CV and covering letter for Michal to send to Sadler’s Wells in London for the role of lead ballet dancer.
Questions to help plan the email/letter:
What does Michal’s story make you feel?
What do you find most interesting in his story?
How would you have felt starting a new hobby as the only girl/boy in the group?
Activity C: Drama project
In groups of 4—5, the students create a mini-drama based on one of the following titles. They begin by choosing characters and roles and writing an outline for the drama. In the second phase they practice the drama and finally present it to the whole class.

Choose a quote by Michal:
“I could never tell my friends...”
“...the only boy in the ballet lesson”
“The fight inside me...”

Choose a quote that is meaningful to you and create the drama project based on that.

Activity D: Diary entry
Following the drama, students can use this as inspiration to write a diary entry as either Michal, his mum or dad, his ballet teacher or one of his friends.

Students can then share/peer assess their diary entries.

Activity E: Can you find it?
The students work in small groups. They first discuss the following questions and then search for the information in the big ballet studio:
How much do professional ballet dancers use time for dancing?
How many dancers are there in the Finnish National Ballet? Are they all Finnish?
How does a dancer’s profession compare with an athlete’s profession?

Activity F: Class discussion
How would you feel if one of your friends wanted to do something that is seen as traditionally ‘male’ or ‘female’?
What sports are seen as traditionally male or female? Are there really any sports that men or women can’t do based on their gender/sex?
Outline of lesson (45 min)
1. Setting the scene: More than meets the eye (10 min)
2. Positive aspects (15 min)
3. My plan for the future (20 min)

Learning objectives:
To better understand personal processes of thinking
To recognise personal strengths
To recognise positive characteristics in others
To understand the requirements for meeting one's goals
To use spoken language to develop understanding through speculating, hypothesising, imagining, and exploring ideas

Keywords: Using skills, techniques, Communication, Confidence, Preparation for life and participation, Growth mindset, Perspective taking, Empathy and understanding of others, Self-motivation, SDG 5: Gender equality

1. Setting the scene: More than meets the eye (10 min)
   The students watch the film about jewellery maker Marja-Leena. Before watching, the teacher asks them to pay attention to what importance the accessories have. Marja-Leena thinks that in addition to the visual importance, the accessories help the performers to identify with their role and in that way fully focus on the performance.

2. Positive aspects (15 min)
   It's sometimes difficult to recognise one's strengths and virtues, just like it can be challenging to see where one could develop.

   In the film, Marja-Leena tells how she started her career at the Opera in 1975, collecting dirty socks for laundry. Little by little, she discovered and developed her skills in jewellery making.

   The teacher asks the students to write down five personal strengths, i.e. characteristics that they think positively affect their own life and the lives of those around them.

   For younger students, providing a word bank could be useful. For an even deeper reflection, the students can also be asked to write five personal qualities that they would like to change or develop.

   Then, the teacher asks the students to write five positive characteristics (e.g.) about the person on their right (seating order allowing).

   Finally, the activity is wrapped up in a general discussion. Suggested questions to spark discussion:
   - Was it easier to write about yourself or about the other person?
   - Why do you think that is?
   - Were the characteristics different or similar?
   - Is there something you would like to change about yourself?
   - Why is that?

Test your mindset
To give the students an opportunity to reflect more deeply on their beliefs about developing personal strengths, a useful self-evaluation questionnaire created by Train Ugly can be downloaded here:

http://trainugly.com/?ddownload=967 DOWNLOAD
3. My plan for the future (20 min)

Think of how you would like to be like in the future. Draw a map of the path you have to walk to be the way you want to be. (See appendix 3 for example map)

Test your strengths
Take the free Gallup High 5 test to see what your top 5 strengths are https://high5test.com/

Play the I'm good at game
The class takes a go at the ‘I'm good at…’ game. The game works like fruit salad, but instead of the limited selection of fruit, the students come up with things they feel they're good at.

Arrange chairs in a circle so that there is one chair less than the total amount of players. With everybody except for one person seated, the standing person stands in the middle of the circle and calls out what she/he thinks she/he is good at (e.g. ‘I'm good at baking muffins.’). Everyone who feels the same way stands up and changes places with another person who has left his/her chair.

The players can’t switch to the chair next to them, however. Now the person standing in the middle can also try to catch a seat, leaving someone else in the middle.

Self-efficacy is an individual’s belief that he or she will be able to complete tasks, acquire knowledge, or achieve goals. Self-efficacy is a psychological theory of motivation, in that individuals are more likely to be motivated to attempt tasks or pursue goals when their sense of self-efficacy is high.

Outline of lesson (45 min)

1. Setting the scene: Mini yoga class (10 min)
2. Me and physical exercise (10 min)
3. Tomi — physical and emotional exercise (10 min)
4. Our feel-good yoga session (15 min)

Learning objectives:

To reflect on personal attitude towards physical exercise
To recognise different emotions
To become familiar with some basic yoga moves
To use spoken language to develop understanding through speculating, hypothesising, imagining, and exploring ideas

Keywords: Movement, Using skills, techniques, Challenge, Health and Fitness, Healthy living, Adaptability and flexibility, Empathy and understanding of others, SDG 3: Good health

1. Setting the scene: Mini yoga class (10 min)

Students are shown a short yoga sequence either by the teacher or on video, and take a mini yoga class.

E.g. Reach arms up, forward fold, turns, plank, up dog, down dog, walk to front, fold, lift, arms up, hands to heart; repeat; lay flat on the back and reach arms behind the head, then relax.

(Some of Tomi's moves shown in the film.)

Adriene Mishler is an actress, yoga teacher and entrepreneur, with much experience in giving yoga classes to school children. Even though these videos are not particularly directed to children, they lend themselves well as resources to be used here.

Yoga at Your Desk (6:23)
https://www.youtube.com/watch?v=tAUf7aaJbWE

Quick Stress Fix (6:18)
https://www.youtube.com/watch?v=jOfshreyu4w

6-Minute Yoga Chill (5:55)
https://www.youtube.com/watch?v=xLS9uQQQyB0

The teacher draws a simple coordinate system (see below) on the board and asks each student to draw a mark (e.g. a star) where they find the most accurate description of their attitude towards physical exercise.

After everyone has drawn their mark, the class result is analysed in a brief class discussion. What types of factors affect the result?

Four marked attitude locations

![Four marked attitude locations](image-url)
3. Tomi — physical and emotional exercise (10 min)

In the film, Tomi explains what it was like to retire from his profession as a ballet dancer. While watching the film, the students observe the kinds of emotions that were involved. Students sketch an emotion map on a whiteboard, charting the highs and lows of Tomi’s experience. After watching the film, students share their emotion maps and name some of Tomi’s emotions (record on whiteboard).

Next, the teacher asks what kind of a role the students think exercise has in Tomi’s life. Is it similar or different to their own lives?

They discuss these topics first in pairs and then as a class.

**Emotion dictionary**

Students can use dictionaries and a thesaurus to collect an emotion vocabulary bank.

**My emotion map**

Students choose a recent personal experience and create their own emotion map to show the range of emotions experienced. Label the map with emotion words (use a dictionary and thesaurus to select a wide range of vocabulary), e.g. winning/losing a football match, having a fun day out at the weekend, going out on your bike, falling off, but then being looked after by a friend.

**Recount writing**

Students write a recount about a recent personal experience. Focus on the emotions this experience raised, as well as the events themselves.

http://www.bbc.co.uk/education/clips/zqqr9j6

Students share their recounts.

4. Our feel-good yoga session (10 min)

Students design their own simple yoga moves. This can be any kind of movement — the only requirement is that it has to be a move that they think feels very nice, possibly even makes them feel happy.

Standing in a circle, students take turns in showing their moves and others repeat them. They can give instructions, if necessary.
Outline of lesson (45 min)
1. Setting the scene: Heini — in haste (10 min)
2. The importance of communication (10 min)
3. Option A: Origami (25 min) Keep it light
4. Option B: Communicating tactics in shorthand (25 min)
5. Option C: Order, order! (25 min)
6. Option D: Blindfold games (25 min)

Learning objectives:
To recognise personal preferences
To improve teamwork skills
To develop discussion skills and inferential skills
To understand requirements for successful communication
To use spoken language to develop understanding through speculating, hypothesising, imagining, and exploring ideas

Keywords: Movement, Using skills, techniques, Trust and Cooperation (social), Challenge, Communication, Preparation for life and participation, Health and Fitness, Teamwork, Navigation, Coping methods, Perspective taking, Adaptability and flexibility, Empathy and understanding of others, SDG 3: Good health, SDG 8: Decent work and economic growth

1. Setting the scene: Heini — in haste (10 min)
The class watches the film about Heini, who manages the costumes at the Opera. The teacher then shows the students the following quote from Heini.
‘In this job you need to cope with the pressure and react very fast as well as communicate with people’. - Heini
The teacher asks the students to use their fingers to indicate if they agree with the following:
I would like to have a high-intensity job like Heini.
1 finger = completely disagree
2 fingers = somewhat disagree
3 fingers = slightly agree
4 fingers = agree
5 fingers = completely agree
The teacher invites students to share their thoughts.

2. The importance of communication (10 min)
The teacher then asks the students to think back on the film again and leads a discussion based on the following questions:
What does the word ‘communication’ mean? Look up the word in dictionaries.
What would happen if Heini didn’t manage to communicate effectively with her colleagues?
What is effective communication like?
What are the most important things to keep in mind when we are working in groups or teams in terms of communication?
What sort of communication happens when we are playing team games? How can this go wrong? How can we create communication under pressure that meets our needs and is clear?
3. **Option A: Origami (25 min)**
The teacher gives each student an A4 piece of paper. The teacher gives instructions and the students fold their papers accordingly.

However, they must have their eyes closed all the time and mustn’t ask any questions.

The origami can be a very simple one. For example:

![Origami](https://s-media-cache-ak0.pinimg.com/736x/c0/72/cd/c072cd14cb659ee08bcc3b6ee77649c3.jpg)

Then, the teacher asks the students to open their eyes and compare how their origami looks. The teacher leads a discussion based on the following questions:

- Does all the origami look the same? Why?
- Have you encountered situations where similar instructions led to different results?
- How would the process have changed if you were allowed to ask questions and keep your eyes opened? Why?

4. **Option B: Communicating tactics in shorthand (25 min)**

Think of a team game that you need to communicate quickly and clearly in e.g. Football or netball.

What are some of the ways that communication can go wrong? E.g. Shouting aggressively and putting team members under pressure. Or letting the other team know what your plan is.

In groups, think of a team game and decide which one you want to create your shorthand for. Think about situations where you want to communicate tactics or urge players on your side, without putting them under pressure or letting the opposing team know what you are up to. Play a game using your secret code words and see if they work.

5. **Option C: Order, order! (25 min)**

Students try to put themselves into height order without using verbal communication. The task is then adapted to put students in order using increasingly obscure criteria which is harder to communicate non-verbally, for example, alphabetically, by birthday month, who lives furthest from school and so on.

6. **Option D: Blindfold games (25 min)**

Students will need to work with a partner who has their eyes covered with a blindfold. They will need to complete a task set by the teacher with support from a partner who can see. This can be differentiated by setting certain words that the partner is not able to say, or limiting their communication to a small set of instructions like forward, backward, left and right.
Outline of lesson (45 min)

1. Setting the scene: Draw the music (15 min)
2. What is music? (10 min)
3. Sound and movement landscapes (20 min)

Learning objectives:
To recognise what types of feelings music sparks
To understand the versatility of musical expression
To become aware of personal movement skills

Keywords: Movement, Using skills, techniques, Trust and Cooperation (social), Challenge, Communication, Confidence, Health and Fitness, Teamwork, Navigation, Adaptability and flexibility, Empathy and understanding of others

1. Setting the scene: Draw the music (15 min)

Students work on blank paper (perhaps A3 size or bigger) using a marker. They are asked to work individually and draw a line without lifting the tip of the marker while listening to different songs (e.g. 3 - 4 songs of different styles can be chosen, and only parts of them can be visualised).

https://www.youtube.com/watch?v=wqRHRfcmOwQ

Kokob Tesfay: Deglel
https://www.youtube.com/watch?v=vopQg9wp_SY

Luis Fonsi: Despacito — Cover by Noel Kharman ft.Audinius
https://www.youtube.com/watch?v=bHUh7aBBKU4&list=PLD7SPvDoEddyvfeOA8CJOdGNu xKK6-NI

Four versions of one song — Pharrell Williams: Happy By Pentatonix (a cappella)
https://www.youtube.com/watch?v=uJ4diEohODE

By Simply Three (strings)
https://www.youtube.com/watch?v=VU7Lu0uWCJQ

By The Madcap (hard rock)
https://www.youtube.com/watch?v=Ju2L89zsUCQ

By JonesAndYou (with features of musique concrète)
https://www.youtube.com/watch?v=NNWnkTMhHhw

To wrap up the activity, a couple of volunteer students can show their drawings and talk about them, opening up a short class Discussion. How did it make you feel? Students could then expand their sentences to include adjectives, similes, metaphors, and personification. This will help them to connect to the next part which will be around movement.
2. What is music? (10 min)
Students watch the film about the percussionist Hessu (nicknamed Heikki). The teacher asks them to count how many different instruments he plays on the film. After watching the film, the teacher asks the students to define ‘music’. In the film, for example, Hessu is playing several different instruments. When he hits the cymbals together, that alone can hardly be defined as music, or can it? How about playing a drum set, is that music? Does the identity of the person producing the sounds (e.g. professional musicians vs. non-musicians) make a difference?

3. Sound and music landscapes (20 min)
The students take a comfortable position of their choice (standing/sitting/lying down) in the classroom (or in another space). The class collectively decides on 1 - 2 sound landscapes that they want to visit (e.g. rainforest and ocean; morning in the bus and night on the beach). They close their eyes and listen to the silence for a while. They have been told that they can start creating a rhythm one by one once they hear the teacher start. It can be very simple (such as rubbing the hands together, tapping with fingertips, breathing deep) or very creative (such as an imaginary bird song, a drumming pattern against the floor, imitating the wind) and everything in between.

After everyone has found a rhythm, the complete sound landscape is lingered on for a while. When the teacher starts fading the sound of his/her rhythm, the students follow until the entire landscape has faded away.

Revisiting the drawings completed earlier, work in pairs or small groups to try to turn the shapes on the page into movements and shapes with your bodies. Consider the adjectives, similes, metaphors, and personification used in the earlier exercise and try to incorporate these into your dance. Each group can show their final piece to the class.
We wish to strongly contribute to building a sense of belonging to a common humanity and helping students become responsible and active global citizens. Global Citizenship Education, briefly explained, aims to empower learners to assume active roles to face and resolve global challenges, and to become proactive contributors to a more peaceful, tolerant, inclusive, and secure world.

In Dinnertime 360, the following philosophical frameworks provide useful tools for global citizens:

- Focusing on solutions and possibilities instead of problems and obstacles
- Encouraging creative thinking

In addition to diversity, cuisine and the cultural dimensions of food as well as enjoying it form another theme that is present throughout the experience. Here we suggest five different activities to work with the topics of food, food security, nutrition and food waste. One or all of them can be chosen to work with the theme.

**Keywords:** Using skills, techniques, Communication, Navigation, Growth mindset, Perspective taking, Empathy and understanding of others, SDG 5: Gender equality, SDG 10: Reduced inequalities

### Outline of lesson (45 min)

1. Setting the scene: How to navigate Dinnertime 360 (5 min)
2. Meet Anni (10 min)
3. Exploring Anni’s home (10 min)
4. Interview with Anni (20 min)

### Learning objectives:

- To feel comfortable using the digital learning environment during the lessons with Dinnertime 360
- To become familiar with the Dinnertime 360 digital learning environment
- To learn about Anni and her home and family

### 1. Setting the scene: How to navigate Dinnertime 360 (5 min)

The teacher shows how to navigate in the digital learning environment on a big screen, using Anni’s home to exemplify different functionalities.

Suggested questions to spark discussion:
- Does the kitchen look like the kitchen in your home?
- What is similar? What is different?
- Does your family usually eat together?
- Do you ever make food at home yourself?
2. Meet Anni (10 min)
The teacher explains that the class is going to watch the film about Anni. While watching the film, the students write down 2–4 questions they would like to ask Anni. The questions are needed in a later activity.
The film is discussed briefly together.
Suggested questions to spark discussion:
- Anni spends a lot of time training. Could you see yourself having an equally time-consuming hobby?
- Do you ever feel like you have too much to do after school?
- How do you manage scheduling your daily activities?

3. Exploring Anni’s home (10 min)
Students get a moment to freely explore Anni’s home on computers and/or VR headsets. They can ask questions about the functionalities, if necessary.

4. Role-play: Interview with Anni (20 min)
Working in pairs, the students play a brief role play. First, one of the two is a journalist interviewing Anni. The ‘journalist’ uses the questions already jotted down. Once ‘Anni’ has answered the questions, the students switch roles.

This short video clip gives tips on how to conduct a good interview:
http://www.bbc.co.uk/cbbc/watch/bp-how-to-interview-sport-stars

Learning takes place when activities are engaging and memorable. Role play is an effective learning tool as it encourages children to actively participate in their learning. Realia and props can really bring a role-play to life. For example, a simple notepad and pen for the students playing the journalists, and sports vests/jackets for the students playing Anni can make it easier to get into the role — and potentially make more interesting illustrations for the articles.
Outline of lesson (45 min)

1. Setting the scene: Defining perseverance (10 min)
2. Perseverant emojis (15 min)
3. Persevering to succeed (15 min)
4. Daily perseverance (5 min)

Learning objectives:
To understand the concept of perseverance
To discuss the significance of perseverance
To identify daily situations where perseverance can be advantageous
To maintain attention and participate actively in collaborative conversations, staying on topic, and initiating and responding to comments

Keywords: Movement, Challenge, Communication, Preparation for life and participation, Teamwork, Growth mindset, Perspective taking, Perspective taking, Empathy and understanding of others

1. Setting the scene: Defining perseverance (10 min)

What is perseverance? Look for the word in a dictionary and discuss it with your partner. Link to BLP’s (Building Learning Power) 4 Rs (Resilience, Resourcefulness, Reflectiveness and Reciprocity). Which learning power would you use if you were showing perseverance? See www.buildinglearningpower.com

Suggested questions to spark discussion:
- Is there someone in your class/family you find especially good at persevering?
- Are you someone who perseveres?
- Can you give an example of a situation where someone showed perseverance?
- Do you think perseverance is always a good thing? When might it not be?

2. Perseverant emojis (15 min)

The students first discuss in pairs/small groups. Which standard emojis (can) express perseverance? In what kinds of situations? How? Then, they create their own emojis (1 per pair/group) expressing either perseverance, or something they think needs its own emoji but doesn’t yet have it. E.g. an activity (yoga), traditional food (Finnish Karelian pastry), an emotion (embarrassment) The emojis are drawn/printed on posters and arranged for display. A student from each pair/group explains the thinking behind the emoji. The class can vote for the most useful emoji.

The activity is wrapped up in a class discussion.

Suggested questions to spark discussion:
- Did you find useful new emojis?
- Do you use emojis?
- What is a good emoji like?
- Why are the emojis useful?
- Are there any problems linked to using emojis?
- Do you think people from different cultures use emojis in different ways?
A report by Swiftkey, a British software company, who trawled through ‘more than 1bn pieces of emoji data’ to extract trends in global emoji use across speakers of 16 different languages: https://blog.swiftkey.com/americans-love-skulls-brazilians-love-cats-swiftkey-emoji-meanings-report/

3. Persevering to succeed (15 min)

The students have a moment to think of the last time they succeeded in achieving something they really wanted to achieve. Then, they work with a partner to discuss the following:

- Share your success story with your partner
- Tell your partner how you felt when you achieved your goal
- Tell your partner how you would have felt if you hadn’t succeeded
- Would you have given up?
- Once they have shared their experiences, the students think of how Anni has become so successful in weightlifting
- What has helped Anni to become a successful weightlifter?
- Do you think she gives up easily?

Writing aphorisms:

Finally, the pair summarises their discussion in an aphorism about perseverance. The aphorisms can be shared displaying them on the classroom’s walls.

An aphorism (from Greek ἀφορισμός: aphorismos, ‘delimitation’, ‘distinction’, ‘definition’) can be a terse saying, expressing a general truth or principle, or it can be an astute observation (source: Wikipedia).

Examples:

“Perseverance is a great element of success. If you only knock long enough and loud enough at the gate, you are sure to wake up somebody.” - Henry Wadsworth Longfellow

“I hold a doctrine, to which I owe not much, indeed, but all the little I ever had, namely, that with ordinary talent and extraordinary perseverance, all things are attainable.” - Sir T. F. Buxton

“Great works are performed not by strength, but by perseverance.” - Samuel Johnson

“Obstacles cannot crush me. Every obstacle yields to stern resolve. He who is fixed to a star does not change his mind.”
- Leonardo da Vinci
4. Reframing language (5 min)
Sometimes it is important to use language and self-talk to reframe how we see things, increase confidence and get ourselves into a mind-set for success and acceptance when things don’t work out, ready to try again.
Think of typical things that your inner voice might think that could cause you to give up. Re-frame these into positive mantras that can be used to keep going.
Examples:
“You never get the ball in the goal” vs. “You haven’t scored yet, but you will soon”

5. Daily perseverance (5 min)
Doing sports, it is important to be perseverant. Think about your everyday life. In what kinds of situations do you need perseverance?
Activity idea: learn a new sporting or physical skill which requires perseverance to develop the strength, muscle memory, skill to succeed, such as juggling, aerial arts, rock climbing, tightrope walking, doing the plank working up to 3 minutes straight. Take a challenge to practise every day and see how you progress.
Outline of lesson (45 min)

1. Setting the scene: Our sports (15 min)
2. Anni’s sports (10 min)
3. Best sports lesson ever! (20 min)

Learning objectives:
To discuss the significance of sports
To explore the relationship between sports and well-being
To understand the benefits of a healthy lifestyle and routines
To maintain attention and participate actively in collaborative conversations, staying on topic, and initiating and responding to comments

Keywords: Movement, Using skills, techniques, Trust and Cooperation (social), Challenge, Communication, Health and Fitness, Teamwork, Healthy living, Perspective taking, Empathy and understanding of others, Time management, SDG 5: Gender equality

1. Setting the scene: Our sports (15 min)

The class is given the assignment to find out what sports the students in the class do. Everyone names the sports they do on a regular basis at least once a week. A captain chosen by the class lists the sports and their frequencies. The students can create a tally chart. The results are discussed briefly.

Suggested questions to spark discussion:
- Do you think practising sports is important? Why?
- Do you like doing sports? Do you like watching sports on TV?
- Which sports would you like to try?

The students work in groups of 5 - 6 where they plan an effective way to gather information about the sports the students in the class do. Before starting the discussion, assign the following roles:
- A captain
- A coach
- A scorer
- A time-keeper
- A team manager
- A team rep/Chairperson
(see Cooperative learning role cards in appendix 2. These can also easily be adapted to suit the needs of the group.)

Students plan how to:
1) collect the information and
2) how to present the information.

Each group explains their plan to others. The class selects the best suggestion and the information is collected accordingly.
2. Anni's sports (10 min)
If the class hasn’t seen the film about Anni yet, the film is watched together.
Students discuss in small groups:
- What are the sports that Anni practices?
- Why do you think Anni has become so interested in her sports?
- In general, what kinds of factors do you think motivate athletes to engage in sports?
- How, in your opinion, does an active lifestyle affect well-being?

3. Best sports lesson ever! (20 min)
Students work in pairs or groups and design the sports lesson of their dreams.
Students write a plan for one lesson.
As a follow-up activity, the students can actually carry out (some of) the lessons.
Outline of lesson (45 min)

1. Setting the scene: Favourite foods (10 min)
2. My food pyramid (35 min)

Learning objectives:
To understand differences between different foods
To evaluate personal eating habits by using food guidance systems, such as the food pyramid
To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

Keywords: Communication, Preparation for life and participation, Health and Fitness, Teamwork, Healthy living, SDG 3: Good health, SDG 4: Quality education

1. Setting the scene: Favourite foods (10 min)
Students write a list of their favourite foods (1–3).
Once the lists are complete, the teacher asks the class how ‘healthy’ and ‘unhealthy’ food can be defined.
The students can review their lists and consider if their favourite foods are healthy or not, and why.

Healthy food
Any food believed to be ‘good for you’, especially if high in fibre, natural vitamins, fructose, etc. Healthy foods may reduce cholesterol, reduce atherosclerosis and risk of stroke, help control glucose, halt progression of osteoporosis, and reduce the risk of infections, cancer.

Unhealthy food
Any food that is not regarded as being conducive to maintaining health. Unhealthy foods include fats (especially of animal origin), fast’ foods (which are low in fibre and vitamins), foods high in salt and tropical oils (e.g. fried potato crisps/chips), and cream-based (‘white’) sauces (which are high in fat).

Source: Segen’s Medical Dictionary For a more detailed info package, the World Health Organisation has a comprehensive summary on healthy diet:
http://www.who.int/mediacentre/factsheets/fs394/en/

This BBC video clip features an athlete talking about the importance of healthy food and exercise: http://www.bbc.co.uk/education/clips/zytjmp3
2. My food pyramid (35 min)

A food pyramid is a nutrition education tool that promotes nutritional recommendations on the kinds and amounts of food to eat each day to create a healthy diet routine. Each student gets a food pyramid template and fills it in according to their own eating habits. The largest sections are for the most frequent foods and the smallest for the least frequent. Use the template (see appendix 4 or choose one from here [http://kongdian.me/print/top-36-vibrant-printable-food-pyramid/](http://kongdian.me/print/top-36-vibrant-printable-food-pyramid/)).

Working in small groups, the students discuss how healthy their food pyramids are and compare them with each other, recognising similarities and differences.

Once the pyramid is ready, the student studies the World Health Organisation’s 5 keys to a healthy diet [http://www.who.int/nutrition/topics/5keys_healthydiet/en/](http://www.who.int/nutrition/topics/5keys_healthydiet/en/) and evaluates how healthy her/his personal pyramid is.

Finally, the students discuss and compare their analyses in small groups.

To conclude, the teacher shows a picture of a food pyramid. The class discusses the pyramid and their thoughts.

Suggested questions to spark discussion:

- What are the main differences between your pyramid and the pyramid that the teacher is showing?
- Are fats and sugars always unhealthy?
- Do you agree with the model? How could it be modified?
- Do you think the model is a useful tool for building a healthy diet routine?
Outline of lesson (45 min)
1. Setting the scene: Meet Muhammed and Amina (5 min)
2. Exploring Muhammed’s home (25 min)
3. My daughter and I (15 min)

Learning objectives:
To get used to searching for information in the digital learning environment
To recognise cultural symbols
To understand things in common for all people
To recognise personal preconceptions
To reflect on how familiarity might change personal preconceptions
To use spoken language to develop understanding through speculating, hypothesising, imagining, and exploring ideas
To consider and evaluate different viewpoints, attending to and building on the contributions of others

Keywords: Communication, Preparation for life and participation, Health and Fitness, Teamwork, Healthy living, SDG 3: Good health, SDG 4: Quality education

1. Setting the scene: Meet Muhammed and Amina (5 min)
Muhammed’s story is called ‘My daughter and I’.
The teacher leads a class discussion on what the students think Muhammed’s story might be about.

2. Exploring Muhammed’s home (25 min)
Students explore Muhammed’s home, but do not watch the film yet.
They can either explore freely or answer questions (such as):
- What does Muhammed’s home tell you about his background?
- What can you tell about the role of the family for Muhammed?
- Can you tell that Muhammed lives in Finland?
- What is Muhammed’s home like compared with your home?
- Does the dinner look similar to what you usually have for dinner?
- What do you think Muhammed might do for work? How old might his daughter, Amina, be?
- Could you see yourself having common ground with Muhammed?

3. My daughter and I (15 min)
The class watches the film together.
After watching, the teacher leads a reflective discussion on if/how the film has changed their presuppositions.
Suggested questions to spark discussion:
• What did you learn about Muhammed’s and Amina’s background?
• Do you have any personal connection with Palestine?
• Do you feel like your thoughts about Muhammed changed after seeing the film?
• What would you like to say to Muhammed if you met him?
Outline of lesson (45 min)

1. Where in the world? (15 minutes)
2. Exploring recipes (10 minutes)
3. Healthy eating my way (20 minutes)

Learning objectives:

- To start recognising different cuisines from around the world
- To evaluate previous knowledge on food culture
- To understand the breadth of food culture and what is healthy in each

Keywords: Communication, Preparation for life and participation, Health and Fitness, Navigation, Healthy living, Perspective taking, Empathy and understanding of others, SDG 3: Good health

1. Where in the world? (15 min)

Middle Eastern, Scandinavian and cuisine from the Horn of Africa are among the healthiest diets in the world. See the top ten here [https://theculturetrip.com/africa/chad/articles/the-10-healthiest-national-cuisines-in-the-world/](https://theculturetrip.com/africa/chad/articles/the-10-healthiest-national-cuisines-in-the-world/)

For a slide show of different kinds of Middle Eastern cuisine see here [https://docs.google.com/presentation/d/1bYGviSEk2NzkdXp4hnYXb0kLJv_3S61WRhMZDs9hwQ/edit?usp=sharing](https://docs.google.com/presentation/d/1bYGviSEk2NzkdXp4hnYXb0kLJv_3S61WRhMZDs9hwQ/edit?usp=sharing)

The teacher leads a discussion on food. Suggested discussion topics:

- Which kinds of cuisine have you tried?
- What do you eat at home?
- What’s your favourite dish?

2. How is it made? (10 min)

Students have time to explore Muhammed’s home and click on the food on the table. Watch how each one is made.

Students can explore Habiba’s home and click on the food on the table. Watch how each one is made.

Students can explore Anni’s home and click on the food on the table. Watch how each one is made.

3. Healthy eating my way (20 min)

The teacher asks students what their favourite healthy dish is that they eat at home. Individually or in pairs, the children create a step by step guide on how to make the dish. You can compile these into a class recipe book.

Which dishes would be good for different nutritional purposes? For example, a dish high in protein might be good to eat after a marathon.
1. Assembly one: Thinking about wellbeing

Log in to the Secrets of the Opera and Dinnertime 360 e-learning environments to find these short documentaries. The suggested ideas above are open to be used independently, as a series or adapted for different contexts such as assemblies. Some topics covered could be sensitive, so we remind you to watch all content and make your own professional judgement around its suitability for your students before showing it in class.

How do we help ourselves feel good? Think about the different ways we can keep ourselves well, physically and mentally (e.g. exercise, healthy food, spending time outdoors, sharing our worries with others, meditation). Meet Hanna and find out how she helps herself feel good in her short video. See the suggested activities on page 3 of the assembly guide.

Think of a challenge you have in your life at the moment and ways to overcome it. Meet Tomi, a former ballet dancer and current makeup artist, who teaches about overcoming the stress of a new challenge. See some session ideas on page 6 of the assembly guide.

Do you ever feel like you have too much to do after school? Watch the short video of Anni in Dinnertime 360 and consider how to manage a busy schedule. Discuss with students what they do with their time. Does this make them happy? See page 60 of the teacher guide for more inspiration.
2. Assembly two: Healthy eating

A combination of unhealthy diets and sedentary lifestyles has increased obesity rates, not only in developed countries such as the UK, but also low-income countries, where hunger and obesity often coexist. Over 120 million girls and boys (5-19 years) are obese, and over 40 million children under 5 are overweight, while over 820 million people of all ages suffer from hunger.

Reflect on what students eat and their dinner tables at home by exploring Anni’s home and kitchen. Navigating the 360 degree space can provide a unique way for students to find similarities and differences with how they eat and what they eat in comparison to Anni. See page 62 of the teacher guide for more info.

Consider the concept of food security and how it manifests itself in everyday life across the world. Delve deeper into the term and what it implies by going through the lesson plan on food security outlined in Dinnertime 360 on page 55 of the teacher guide.

Are you what you eat? Terhi is a professional ballet dancer and likes to enjoy food. Healthy and nutrient rich food is important for all of us, and especially so for a dancer. Watch her short documentary in Secrets of the Opera, and learn about how eating healthily is a vital part of her preparation. See accompanying lesson plans on page 80 of the teacher guide.

Dinnertime 360 and Secrets of the Opera are unique e-learning environments to engage and inspire students. The suggested ideas above are open to be used independently, as a series or adapted for different contexts such as assemblies. Some topics covered could be sensitive, so we remind you to watch all content and make your own professional judgement around its suitability for your students before showing it in class.

UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS

In 2015, UN countries adopted the 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals (SDGs).

These activities tie in nicely with SDGs 1, 2, 3, 6 and 13 which are all about poverty, zero hunger, good health and well-being, clean water and climate action.
3. Assembly three: Stress awareness

Increasing numbers of children struggle with stress, depression and anxiety due to exam pressure, social media and low self-esteem. Take a moment to think about wellbeing and consider coping methods for managing stress.

How do we help ourselves feel good? Think about the different ways we can keep ourselves well, physically and mentally (e.g. exercise, healthy food, spending time outdoors, sharing our worries with others, meditation). Meet Hanna and find out how she helps herself feel good in her short video. See the suggested activities on page 3 of the assembly guide.

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UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS

In 2015, UN countries adopted the 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals (SDGs).

These lessons tie in nicely with SDGs 3, 8 and 11 which are all about good health and well being, decent work and economic growth and sustainable cities and communities.
4. Assembly four: World Health Day

World Health Day is a day founded by the World Health Organisation to highlight the fact that half of the world’s population is still unable to obtain the health services they need.

- **Hear from Mulaw Lanchi**, a nurse who has brought modern healthcare to an area more familiar with traditional healing practices.

- **Discuss personal experiences** of doctors and hospitals and consider what would happen if these facilities were prohibitively expensive or situated far away on page 28 of the teacher guide.

- **Compare and contrast** the health issues that might affect someone living in rural Ethiopia with someone based in the UK on page 29 of your teacher guide.

- **Meet village elder, Hossein Bogale**, and learn more about the crucial role the healthcare he receives in Awra Amba plays in his overall wellbeing.

**UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS**

In 2015, UN countries adopted the 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals (SDGs).

This lesson ties in nicely with SDG 2, 3, 6, and 10, which are all about zero hunger, good health and well-being, and clean water and sanitation.
The 50 Lyfta Skills and Values

- Communication
- Collaboration & Teamwork
- Creativity & Innovation
- Critical Thinking
- Troubleshooting & Problem Solving
- Professionalism
- Digital Literacy
- Data Analysis
- Work Ethic
- Active Listening
- Providing Feedback
- Assertiveness
- Decision-Making
- Organisation & Planning
- Entrepreneurship
- Lifewide Learning
- Resilience & Preserverance
- Positive Attitude
- Initiative
- Empathy & Understanding Others
- Self-Motivation
- Negotiation
- Conflict Resolution
- Time Management
- Mindfulness
- Research
- Courage & Self Confidence
- Generosity & Kindness
- Integrity
- Coaching and Mentoring
- Intercultural Competence
- Adaptability & Flexibility
- Leadership
- Responsibility & Accountability
- Self-Discipline & Self-Regulation
- Healthful Living
- Resourcefulness
- Design Thinking
- Self-Efficacy
- Coping Methods
- Information Retrieval
- Active Citizenship
- Perspective-Taking
- Respect
- Patience
- Honesty
- Improvisation & Drama
- Human Rights
- Economic Literacy
- Growth Mindset
APPENDICES
APPENDIX TWO: Cooperative learning role cards

A CAPTAIN

- Decide the amount of time spent on each task
- Make sure the group meets time targets

A COACH

- Make sure work meets success criteria
- Make sure all work and discussion is of the highest standard
APPENDICES
APPENDIX TWO: Cooperative learning role cards

A TEAM
- Support everyone to do their best thinking
- Check understanding
- Encourage everyone to contribute
- Ensure fairness

A TIME-KEEPER
- Collect agreed upon resources
- Ensure all resources are used responsibly
- Return resources to the correct place
APPENDICES
APPENDIX TWO: Cooperative learning role cards

**A SCORER**
- Ensure notes are recorded appropriately
- Ensure everyone's ideas are recorded fairly

**A TEAM**
- Give feedback on the progress of the group
- Communicate with others to exchange information

**REP/CHAIRPERSON**
Think of how you would like to be like in the future.
Draw a map of the path you have to walk to be the way you want to be.