LTA SCHOOLS

YOUTH

TEACHER GUIDANCE

LTA Youth Schools Programme
Personal development resource

TEACHER NOTES

IMPROVING PERSONAL DEVELOPMENT THROUGH TENNIS

This resource from The LTA helps young people develop essential attributes and skills for personal development through a tennis-based focus to help inspire the next generation of players and spectators. It enables pupils to recognise and explore key attitudes and character qualities demonstrated by tennis players and to develop, practise and test these through tennis-related challenges.

These key qualities are identified as (but not limited to): motivation; resilience (which includes bouncing back); perseverance; passion (including enthusiasm) and respect.

LTA YOUTH SCHOOLS PROGRAMME

The LTA Youth Schools programme is a suite of resources developed by he LTA to inspire the next generation of players and fans. As well as this Personal development resource, there are 18 lesson plans for PE curriculum delivery from Reception to Year 6 (Scotland P1-7).

The lesson plans have been written by teachers for teachers, and there are videos of each activity to assist teachers in planning. The programme also includes an out-of-school hours activity resource, competition resources, tennis-themed cross-curricular lesson content, and a free two-hour primary teacher training course that can be booked through your members' area.

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CURRICULUM AND OTHER FRAMEWORK LINKS

In particular the programme contributes to:

- the development of character traits and attributes that are underpinned by the statutory guidelines for Relationships and Health Education from September 2020;
- developing essential knowledge, skills and attributes for personal effectiveness as identified in the programme of study for Personal, Social, Health and Economic (PSHE) Education, (PSHE Association 2019);
- supporting the personal development of pupils as identified in the current Inspection Framework (Ofsted 2019);
- education for character as identified in the non-statutory guidance to schools on character education and development for pupils (Department for Education, November 2019);
- the government's ambition for pupils to have the opportunity for character-building experiences through sport, competition and active pursuits (School Sport and Activity Action Plan, 2019);
- developing pupils' mental, emotional, social and physical wellbeing as outlined in Scotland's Curriculum for Excellence: Health and wellbeing;
- supporting learners' health and emotional wellbeing and moral and spiritual development as identified in the Personal and Social Education framework in Wales.

LEARNING OBJECTIVES

Through practical challenges, pupils will:

- build character attributes for personal development, in particular the key qualities of motivation, resilience, perseverance, passion and respect, and test themselves in fun, tennis-related team activities
- learn about the game of tennis and how the tennis players develop and demonstrate the key character qualities.

LEARNING OUTCOMES

- identify key character qualities needed by tennis players
- identify the key character qualities in themselves and where these might need further development
- demonstrate and practise key character qualities in tennis-related challenges and use them to further their personal development within the classroom and beyond.

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THE PERSONAL DEVELOPMENT RESOURCE INCLUDES:

- three assembly or class presentations that use imagery and case studies of players to demonstrate the key character qualities of motivation, resilience, perseverance, passion and respect as well as other competencies such as communication, team work and problem solving. The assemblies (and slides within them) can be used flexibly to introduce the programme, during the programme or to introduce or enhance the practical challenges
- nine team challenges, each focusing on developing different personal qualities
- a personal challenge for pupils to repeat every day for a week (or more) in their own time, in school or at home. The use of this challenge is flexible – pupils may choose to try a different personal challenge each week, month, term etc.
- a set of downloadable *Key character quality cards* for peer review at the end of each challenge. Their use is optional, and teachers may develop them to use in different ways
- downloadable class, team or individual certificates for pupils or teachers to use to recognise and celebrate pupil achievement in any of the key character qualities. A blank certificate is also available to use as recognition of other competencies such as team work, communication, problem-solving, listening etc.
- audio clips which can be used by a teacher during the challenges at suitable moments to add energy or praise with cheering, or to get a class or group to focus with an umpire's request.

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THE PRACTICAL CHALLENGES

Each stand-alone challenge poses a problem, and pupils work with others to solve it. The challenges are designed to be set up and carried out by pupils with minimal input from teachers, except to oversee resourcing and safety needs. The learning outcome for each challenge is the way in which individuals and teams respond and extract relevant learning related to key character qualities and other competencies – the end outcome or product is not critical.

To do this, the challenges should be new and difficult but manageable for pupils to complete, taking them out of their comfort zone and requiring effort and determination. Depending on pupils' previous experience the level of challenge may need to be increased or decreased, and guidance is given for this in the notes below individual challenges. Where relevant, suggested adaptations are included to enable all pupils to participate and test themselves.

The materials are designed to be flexible: teachers can adapt information, slides, challenges, instructions and assemblies to make them more suitable for different cohorts and for those with additional needs.

The practical element of each challenge should take no more than 15 minutes followed by 10-15 minutes for discussion and peer review. The challenges can be delivered in an order which suits you, at different times in the school day and over different periods of time. They could be used within whole year groups or individual classes, at the end of the school day, before PE lessons, during extra-curricular activities, as part of a PSHE lesson, within a unit of work about tennis or in the build-up to and during a well-publicised tennis event. Details for these events can be found here: https://www.lta.org.uk/major-tennis-events/

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EACH CHALLENGE IS PRESENTED ACROSS THREE SLIDES:

Slide 1 introduces a featured key character quality, and includes an easy-to-complete ‘get-started’ task.

Slide 2 gives instructions for completing the challenge. Teacher notes include an intended learning outcome and the planning, preparation and equipment requirements specific for each challenge. These instructions can be photocopied if required for a class, or for individual pupils or groups of pupils who may require adaptations such as larger text or background colours.

Slide 3 shows the key character qualities for peer review and to reinforce positive behaviour. Optional downloadable cards are also available – these could be given to a pupil who others think has demonstrated a particular key quality. Older pupils could be challenged to add to the set, or to make their own ‘key qualities’ set of cards.

ORDER

Challenge 1 is a follow-up activity related directly to *Assembly 1*. The other nine challenges can be completed in any order.

TEAMS

Most challenges are designed for teams of 4 or 5. Challenge 7 is an activity for pairs and challenge 10 is a personal activity.

SPACE

The challenges are designed for use in classrooms although some require a larger space such as a hall or playground.

TIME

Approximately 15 minutes to complete the challenge and 10-15 minutes to discuss and peer review.

FURTHER CHALLENGES

Additional tasks are suggested in the teacher notes to extend the challenges or make them easier.

OPTIONAL EXTENSION

Create a class display titled ‘Character qualities for tennis’ or similar. Add photos of pupils demonstrating key character qualities and other personal development competencies as the programme proceeds.

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SET THE SCENE

Use the first challenge slide to set the context of the challenge and introduce the focus key quality.

PROVIDE THE CHALLENGE

Show (or hand out) the instructions on the second slide. Teams follow the instructions and work together to complete the challenge.

DURING EACH CHALLENGE

Offer support as necessary throughout the challenge, but provide minimal input (except to oversee safety needs). As the challenge develops prompt all teams to reflect on:

- what they should **stop** doing
- what they should **start** doing
- what they should **continue** doing, in order to complete the activity most effectively.

REVIEW

Encourage teams to reflect on their responses to the challenge using questions such as:

- what helped our team succeed?
- what prevented our team succeeding?
- how well did I personally respond to the challenge?
- what key character qualities did I bring to the team and how did these help the team succeed?
- who in our team demonstrated which key qualities? (This can be done verbally using the third slide, or by presenting them with a *Key character quality card*.)
- when/how could we use that quality in our everyday lives?

CONCLUSION

Ask each team member to say an encouraging phrase to someone in the team about their involvement in the challenge: e.g. ‘Well done for trying’, ‘I liked the way you…’, ‘You were good at…’

Where possible encourage them to highlight any key character qualities they saw someone using e.g. ‘You really showed perseverance when you...’

BEYOND THE CHALLENGE

Encourage pupils to think of times when they might have, or could, apply a key quality in their daily lives, and how they could do this.

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DEFINING THE KEY QUALITIES

These are some suggested definitions to use with pupils; however, pupils can also be encouraged to provide their own understanding of the words before or after doing the challenges.

MOTIVATION:

- Doing something because you want to, not because you are told to
- Choosing to give it your best shot with energy, effort and determination

RESILIENCE:

- The ability to bounce back from knocks, setbacks and difficult experiences e.g. illness, injury, poor performance, loss of confidence, unhappiness etc.

PERSEVERANCE:

- Maintaining effort and interest despite difficulties, set-backs or failure
- Not giving up
- Practising, repeating
- Trying and trying again

PASSION:

- Very strong interest in something
- Excitement
- Enthusiasm
- Curiosity

RESPECT:

- Thinking about how what you do or say might affect others
- Being pleasant and polite, looking for and saying good things about others
- Listening to and appreciating what others can offer