



PRIMARY AND SECONDARY SCHOOL LEARNING ACTIVITIES

IT'S GAME ON



INTRODUCTION

As part of the Sport Relief Lap of Hope, we've created this set of activities to help you and your pupils have important conversations, share ideas and even create some artwork along the way.

All the activities stem from age-appropriate real-life stories, featuring young people who've been helped by sporting projects funded by Comic Relief.

Both the case studies and activities focus on the mental health and wellbeing of young people.

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IMPORTANT INFORMATION BEFORE YOU START

Whilst we have tried to ensure that these resources are age appropriate; they do include themes of anxiety, domestic violence and anger. Please make sure you feel they are appropriate for all pupils in your class. Please ensure pupils know who to speak to if they find any material triggering and require follow-up support.

You can get support at www.comicrelief.com/support

INSPIRATION FOR THE ACTIVITIES

MEET CAMERON

11-year-old Cameron is a bright, friendly girl with a cheery smile. She's always been a little bit anxious though, and when lockdown started and lessons went online, her mental health rapidly got worse.

Cameron says, "I was unhappy and felt like I was bad at everything. I was worried and scared [and] it came out in ways like crying and screaming."

It was a really difficult time. After seeking help from lots of different places, Cameron's mum found a project called Healing Hooves.

It's run by a charity called Stable Life and combines riding, therapy and exercise to build confidence and improve the mental well-being of young people.

Cameron really enjoys the sessions, which include everything from feeding, cleaning and riding ponies to breathing exercises and activities with other children.

"After a few weeks, I felt a lot more able to believe in myself. It's good to talk about how you're feeling rather than keeping it cooped up."



Image Credit: Honour Burges

ENGLISH (SPOKEN LANGUAGE)

CAMERON'S STORY



Image Credit: Honour Burges

Read Cameron's story to your pupils, encouraging them to pay attention by explaining that you'll be having a discussion about it afterwards.

When you've finished, use the following questions to get your pupils talking.

- Discuss a time you have felt worried. What did that feel like, are you able to describe it using words?
- What can you do to help yourself deal with worries?

For KS1 you could also share a book such as *The Huge Bag of Worries* by Virginia Ironside. This will help highlight how young pupils can cope with worry, as they may be less able than KS2 pupils to suggest coping mechanisms.

PSHE

CIRCLE OF POSITIVITY

"I was unhappy and felt like I was bad at everything. I was making myself really upset." – Cameron, 11

This activity is designed to focus on the strengths of pupils in your class and to help them appreciate and celebrate each other's unique characteristics.

Choose one child to sit in the middle of the circle with the other pupils around them.

Then, ask their classmates to take it in turns to share something positive about them, either verbally or in writing on a post-it or similar.

Encourage pupils to think about the individual strengths of the person in the middle and traits unique to them (if possible) rather than generic compliments such as 'they are nice'.

Repeat as many times as you wish with a variety of pupils taking their place in the middle of the circle.

TEACHING TIP

Before you start, prompt children to be respectful when discussing personal qualities about classmates.

ART

A HAVEN OF CALM

Have a discussion about a place that makes you feel calm and safe. What can you see, hear, touch and smell in that place?

Create a piece of art depicting your calm place. Pupils can use any medium or it can be a mixed media piece.



Image Credit: Honour Burges

INSPIRATION FOR THE ACTIVITIES

MEET DUMISA

17-year-old Dumisa lives in Johannesburg in South Africa with his family. He's a talented amateur boxer who's passionate about his sport.

His childhood wasn't easy. Living with violence at home in an area dominated by gangs, he spent years feeling scared, angry and alone.

"I was angry about what I was coping with at home. I was so angry because I couldn't do anything about it. I kept everything in, I used to get into a lot of fights."

Then, he discovered Fight With Insight, a local boxing project that helps support and develop young people physically, emotionally and academically.

With their help, Dumisa has learnt to handle his anger and grown in confidence. It's taught him perseverance and self-belief. He also has a safe place to go and relax.

"Boxing helps me release a lot of stress and teaches me to look towards the positive. It motivates me and shows me I can do better."



Image Credit: Karin Schermbrucker/Comic Relief



ENGLISH (SPOKEN LANGUAGE)

DUMISA'S STORY

Image Credit: Karin Schernbrucker/Comic Relief



Read Dumisa's story with your students, explaining that you'll be having a discussion about it afterwards.

When you've finished, use the following questions to get your students talking.

- Discuss what it feels like when you are angry or frustrated. How does this affect your mind and body?
- Why do you think physical activity can help some people when trying to deal with their anger or frustration? Is using sporting activity a technique you employ yourself?

PSHE

COPING STRATEGIES

"[Boxing] has taught me that even when you're losing in the ring or in life, you have to focus on the positive side of the fight." – Dumisa, 17

Discussion: What techniques or activities do you use to help you relax? Do you use physical activity like Dumisa, or do you have other techniques you employ?

Next step: After discussion about the techniques and activities students use to help them relax, ask them to record their top five tips for staying calm or de-escalating the situation when they're frustrated or angry.

Students can do this in any way they'd like, for instance illustrate their tips as a cartoon, list them, or create a graffiti page and then use these to create a collective class display.

The idea of this is that students can inspire one another by sharing their top tips and techniques (emotion management tools).

TEACHING TIP

This PSHE activity can be used as an introduction to the art activity. There, you will explore the shift from anger/frustration to calm, and students can reflect on the techniques they use to move from one emotional state to the other.

ART

SHIFTING EMOTIONS

Ask students to create two pieces of art, using any medium of their choice. It could be paint, clay, pastel or a mixed media piece. Otherwise, keep it simple with pencil.

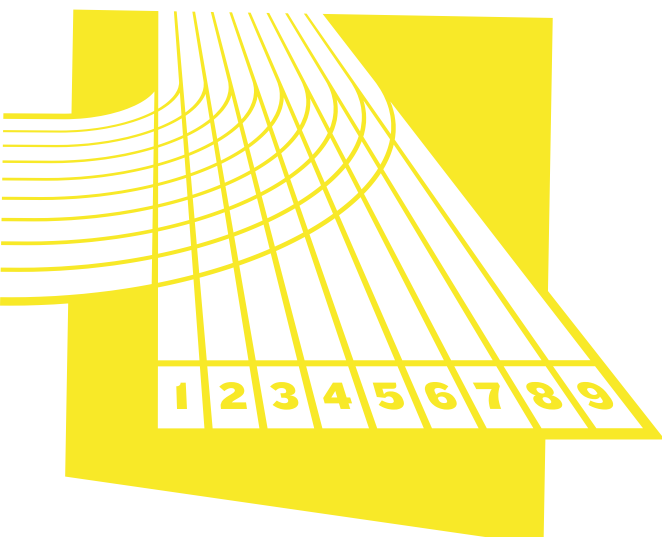
PIECE 1:

A visual representation of when they feel anger or frustration.

The work can be literal, showing the things that make them feel these emotions or their expression when they feel these emotions. Otherwise they can be more abstract using shape and colour as visual representations of emotion.

Once complete, ask students to discuss the transition from the anger/frustration piece to the calm/serenity piece by reflecting on the techniques you discussed in the PSHE activity.

Students might have even 'magpied' some techniques from their peers during this activity that will help them make the transition to feeling calm.



PIECE 2:

A depiction of calm and serenity, showing the shift we can make when we learn to manage our emotions effectively.



Image Credit: Karin Schermbrucker/Comic Relief