

Primary 3 to Primary 7 Pupils

# GET SET ... for GLASGOW 2014

Twelve Fun, cross-curricular and Glasgow 2014 themed  
lesson plans that bring athletes into the classroom



scottishathletics



**2014** will be the most exciting and biggest year for Scottish sport ever and **scottishathletics** in partnership with the Scottish Government are delighted to introduce to you this Commonwealth Games themed cross-curricular educational resource. As we move towards the Games in 2014 it offers us a unique opportunity for schools and teachers to inspire and motivate every child to learn through sport. **'Get Set for Glasgow 2014'** contains 12 lesson plans and extra-curricular activities for pupils from Primary 3 to Primary 7. It has been developed by **scottishathletics** in partnership with UK Athletics and the Scottish Government to be used in schools across Scotland.

## The Flexibility of Athletics

Hundreds of thousands of people across the UK are involved in athletics and the sport is one of the most exciting, diverse and vibrant sports there is. The range of disciplines across the track, field, road and off-road provides an incredible diversity of events for different people with different skills and abilities. Athletics really does offer something for everyone.

This pack and the set of resources included in it is designed to place running, jumping and throwing at the heart of school education for 7 to 11 year-old-pupils. It uses a broad spectrum of the curriculum to focus on areas of athletics that can be taught in and out of the classroom.

The pack also conforms to Curriculum for Excellence standards!





## Educational Pack

This educational pack contains 12 Commonwealth Games themed lesson plans and several extra-curricular activities. These lessons and activities aim to engage 7 to 11-year-old pupils with various elements of athletics. The sport is rich in historical and cultural heritage, as well as being a flexible sport with inclusive events suited to all ages and abilities.

These lessons have been produced in consultation with educational specialists, so you can adapt the lessons to the ability of your pupils. You can set your pupils one of 12 options: write a poem/rap, write a news report, calculations based around relay teams, calculations based around high jumps, science of muscles, create art showing athletic movement, compose a victory anthem, freeze-framing athletics events, examining important historical events in athletics and the Commonwealth Games, research 2014 Games venues or one of two physical education-based lessons.

Of course, you can teach all of them if you wish.

All 12 lessons provided in this pack focus on an area of the Curriculum for Excellence and contain specific cross-curricular links to a broad range of other subjects.

## Aims and objectives

Pupils will learn that athletics is a sport that consists of all three key movement skills: running, jumping and throwing. They will also learn the importance of leading a happy and healthy lifestyle. All pupils will create their own materials and findings in each lesson.

They will also be encouraged to share and access their findings with their peers.



We want every child to realise how their expertise and ambition can come to the fore, whether they are considering a future in sports, medicine, facility design, science, media writing and reporting or actually taking part as an athlete. The world of sport can be used to light the flame of every child in Scotland no matter what their future career path.

# Lesson Plans

The following lesson plans may be used as discrete one-off lessons or expanded into a sequence of related lessons. Depending on the lesson, the ability, age and experience of your pupils, and the depth to which you wish to investigate the subject, some plans will take more than one lesson to deliver.

## Lesson one: Literacy - Write a poem

Pupils will write a poem about a specific athletics event that will be taking place during the Glasgow 2014 Commonwealth Games. They will be given a list of events to choose from, and they will also be provided with an example poem to draw inspiration from.

## Lesson two: Literacy - Write a news report

Pupils will choose a famous Scottish athlete and write a fictional news report describing that athlete's progress during the 2014 Commonwealth Games.

## Lesson three: Numeracy - Choosing a relay team

This lesson will ask the pupils to "become" a coach to choose a 4 x 100m relay team. They will do this by comparing average running times of a number of sprinters. They will then decide the sprinters' running order based on given criteria.

## Lesson four: Numeracy - Taking the high jump

Pupils will look at the various techniques of high jump that have developed over the history of the sport. They will examine a variety of jumps and measure them to see just how high some professional athletes can jump.

## Lesson five: Science - Muscles and how they work

Pupils will examine a partner's muscles to see how they make the body move. They will also see how muscles work in pairs. They will learn about different muscle fibres (fast and slow twitch), and see which athletics events use which muscle fibre type.

## Lesson six: Physical Education - Circuit training

Working in groups, pupils will complete a provided athletics-based circuit.

Emphasis should be placed on quality of movement.



## **Lesson Plans** contd...

### **Lesson seven:** Physical Education - Progressive skills

Pupils will practise two key movements essential to athletic skills. After a suitable warm-up, pupils will spend 15 minutes each on a jumping and running activity.

### **Lesson eight:** Art - Athletic movement in art

Working in small groups, pupils will work together to create a piece of art that depicts athletic movement.

### **Lesson nine:** Drama - Acting out moments in an athlete's career

In this lesson, your pupils will work in groups to act out significant moments in an elite athlete's life.

### **Lesson ten:** Music – Composing a victory anthem

Pupils will listen to the music played to athletes who win at events such as the Commonwealth Games. They will discuss the music and then compose a new victory tune based on their discussions and the instruments available to them.

### **Lesson 11:** History - Commonwealth Games history

Pupils will research events from previous Commonwealth Games history. They will then present a short TV news report of that famous event, explaining what happened, why it happened and why it is important today to us today

### **Lesson 12:** Geography

Pupils will research countries involved with the Commonwealth Games and the Queens Baton relay. The pupils will also complete a crossword challenge and report back findings.

#### **Additional Activities**

Teachers can use the resources provided to ask pupils to identify/research the venues that will be used during the Glasgow 2014 Commonwealth Games.

#### **Differentiation**

There is provision for all individual needs in every classroom to achieve success in each lesson outlined as well as through the extra-curricular activities provided.

## Lesson One: Literacy (Teacher Sheet 1) - Poetry Lesson - Write a poem

Pupils will conduct research into a particular athletics event that will take place during the Glasgow 2014 Commonwealth Games. They will then write their own poem about their chosen event.

This lesson is designed to be split into two, 50-minute classes to allow for research and writing the poem. Some classes may benefit from this lesson being spread out over a longer period.

- Age** Suitable for 7 to 11-year-olds
- Objectives** To understand the structure and creative elements used in poetry  
To write a poem about an athletics event using emotive language
- Resources** Display poem on Teacher sheet 2 onto the whiteboard  
One copy of Pupil sheets 1, 2, 3 and 4 per group  
Large sheets of paper to generate as many ideas as possible  
ICT or books for research.

### Session 1

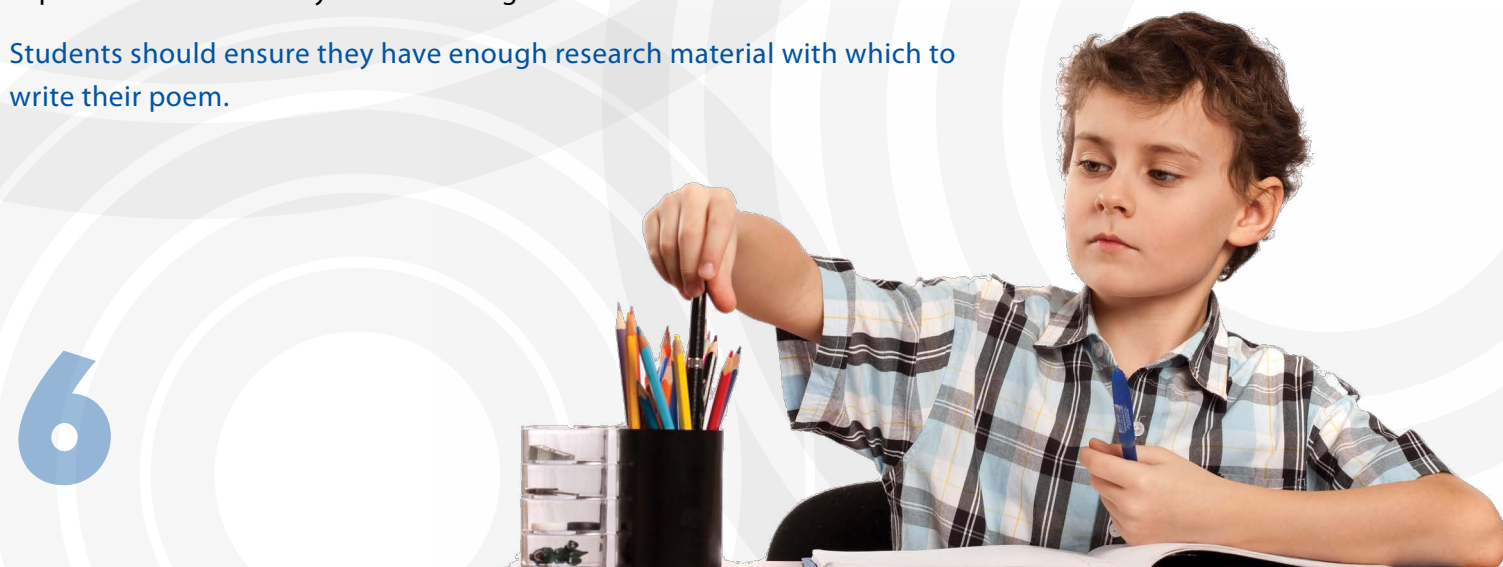
**Starter** - Explain to the class that they will be working in groups to write a poem about an athletics event that will take place during the Glasgow 2014 Commonwealth Games. Ask the class to name as many athletics events as possible in five minutes and display them on the board. Pupils should then look at a few of the case studies of famous athletes (provided on Pupil sheet 1), in order to gain inspiration for the coming task.

**Main body** - In session 1, the pupils will research the event they have chosen to write their poem about. They will then plan for the next lesson, in which they will write their poem. Their poem should highlight the emotions involved in competing in their chosen event. They can choose whether their athlete is successful or unsuccessful.

**Task** - Pupils should work through Pupil sheet 2, which will help them research the event they have chosen to write their poem about. They can use ICT, if available, in order to gather as much information as possible. The teacher can model organisation of research findings into a grid format. Headings could be: event requirements, training involved, actions of competitors before event, emotions of competitors before event, actions of competitors after event, emotions of competitors after event and so on.

**Plenary** - Children peer assess by each group sharing three of their findings with the class. Each group should also tell the class one thing they learned about the event that they didn't know prior to beginning their research. The teacher assesses children's understanding of the task by asking each group to explain which event they will be writing about in the next session.

Students should ensure they have enough research material with which to write their poem.



## Session 2

**Starter** - Explain to the class that there are key aspects of poetry. Display as many of the following words onto the board as you think necessary:

- Rhyme, rhythm, metaphor, simile, alliteration and onomatopoeia.

Give the class examples of each and ask them to provide some of their own examples.

Project the example of a poem provided on Teacher sheet 2 onto the board.

Read it through with the class and explain that they will be writing their own

poems based on the information they have gathered so far.

Emphasise the importance of emotive language.

**Main body** - Pupils will write their poems on their chosen event, ensuring that they include some characteristics of poetry in their writing, such as rhyme, rhythm, metaphor and simile. Pupils can use Pupil sheet 2 to guide their writing. Pupils can use Country Running by Roy Saxby (see Teacher sheet 2) for guidance on structure of their poem.

**Task** - Using Pupil sheets 3 and 4 for guidance, pupils will write their poem, with a view to it being performed to the rest of the class at the end of the lesson. Or, if you feel appropriate, designate a separate session to the performance of the pupils' work.

**Plenary** - Pupils can perform their poem to the rest of the class. Alternatively, they can highlight any emotive words and share them with the class. Pupils have to guess whether or not the athlete in the poem was successful based on the choice of emotive words.

**Extension Activity** - Using the case studies examined on Pupil sheet 1, research the athletes to complete the missing information.

**Differentiation** - Gifted and talented pupils could use a thesaurus to explore other descriptive and emotive words. They could then find some more sporting poems or songs and examine the creative language used in them. Pupils with high achievers / more able pupils could draw an image that sums up their particular poem, and annotate their drawing to explain their picture and how it links to their poem. It may be useful to provide additional images and a word bank to help pupils with additional support needs / barriers to learning.

## Lesson 1 - Curriculum for Excellence Links -

### Listening and Talking:

Lit 1-01a, 2-01a, 1-02a,  
2-02a, Eng 1-03a, 2-03a,  
Lit 1-04a, 2-04a, 1-06a,  
2-06a, 1-07a, 2-07a, 1-09a,  
2-09a, 1-10a, 2-10a

### Reading:

Lit 1-11a, 2-11a,  
Eng 1-12a, 2-12a, Lit 1-13a,  
2-13a, 1-14a, 2-14a, 1-16a,  
2-16a, Eng 1-19a, 2-19a

### Writing:

Lit 1-20a, 2-20a, 1-21a,  
2-21a, 1-22a, 2-22a, 1-23a,  
2-23a, 1-24a, 2-24a, 1-26a,  
2-26a, Eng 2-27a, 1-28a,  
1-29a, 2-28a, 2-29a, 1-31a,  
2-31a.





## Lesson one: Literacy (Teacher Sheet 2)

### Example of a poem

Project or write the poem onto the board and read it as a class.

Once you have read the poem, ask the class to pick out some interesting, descriptive words and discuss their possible meanings and the emotions they evoke. You may find it useful to display the class's findings on the board.

### Country Running by Roy Saxby (2001)

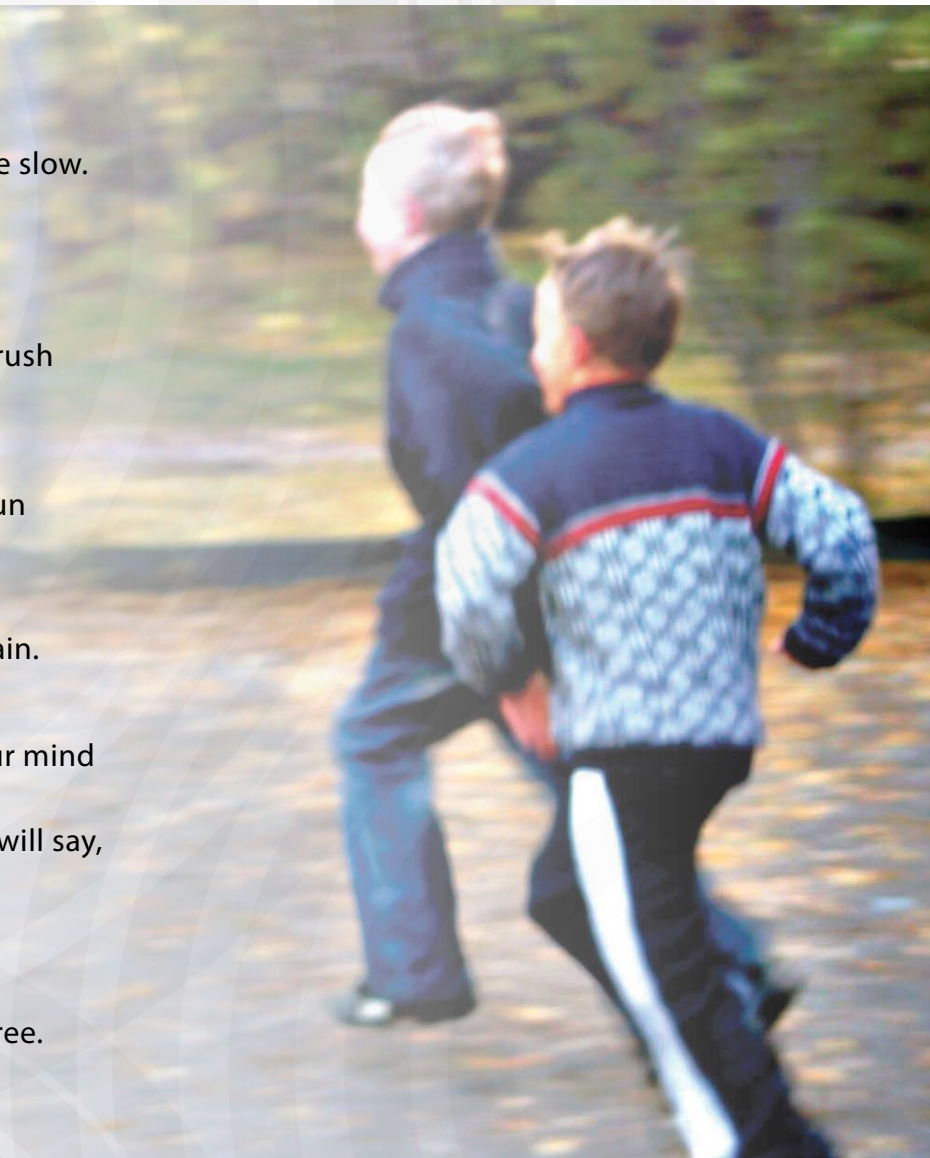
It's great to get out surely you see,  
To run like the wind so fast and so free.  
To blaze a long trail wherever you go,  
It just doesn't matter if you're fast or you're slow.

A cross country run or a jog in the street,  
A couple of miles on fast moving feet  
Your arms are pumping, your blood's in a rush  
But it's so much better than taking a bus.

Out with some friends and having some fun  
It really is great when you're out for a run.  
No matter the weather, sun, snow or rain  
You'll only get better if you continue to train.

So run with your body, your heart and your mind  
Its pleasure and fun, I'm sure you will find.  
Sometimes it's hard. "That's enough!" you will say,  
At the end of a session, a really tough day.

The next will be better, just wait and see  
And again you'll be running alive and so free.  
So never give up wherever you are  
The finishing line is not really far.



## Pupil Sheet One: Literacy

### Athlete Case Studies

#### Mo Farah

**DOB:** 23 March 1983

**Home town:** London, England

**Event:** 5,000m / 10,000m

**Career Highs:** Mo had a terrific 2012 Olympic games winning gold medals in the 10,000 and 5000 meters. Mo was also European champion in 2010 for 5km and 10km, as well world champion in 2011 for 5000m.

**Set-backs:** Mo suffered an iron and magnesium deficiency in 2009 but soon bounced back to fitness.

**Training regime:** Mo runs over 120 miles a week, weight trains and runs on an underwater treadmill!

**Other interests:** Helping charities in Somalia.

**Interesting fact:** When Mo moved to the UK aged eight, he couldn't speak any English.

#### Jessica Ennis

**DOB:** 28 January 1986

**Home town:** Sheffield, England

**Event:** Heptathlon

**Career Highs:** Jessica won the Olympic gold medal in 2012 and is also a double World Champion after winning gold in Berlin 2009 (Outdoor) and Doha 2010 (Indoor). In July 2010, she also added the European Championship Gold medal to her ever-growing collection.

**Set-backs:** A stress fracture on her right ankle before the 2008 Beijing Olympics meant Jessica was unable to compete.

**Training Regime:** Twice a day, six days a week.

**Other Interests:** Walking her pet dog and listening to music.

**Interesting Fact:** Prince Charles is a big fan!

#### Eilidh Child

**DOB:** 20 February 1987

**Home town:** Kinross, Scotland

**Event:** 400m Hurdles / Relay

**Career Highs:** Commonwealth Games Silver Medal & European Relay Champion

**Set-backs:** Eilidh suffered several injuries and general upheaval when she left home to study at University. It took her around 2 years to settle down into balancing demands of education and athletics

**Training regime:** Twice a day, six days a week

**Other interests:** Eilidh was a very good swimmer as a young athlete.

**Interesting fact:** Eilidh will be one of the poster faces for the Glasgow Games!

#### Libby Clegg

**DOB:** 24 March 1990

**Home town:** Langholm, Scotland

**Event:** 100m / 200m

**Career Highs:** Paralympic Silver Medallist

**Set-backs:** Being blind means that daily tasks and training can be very difficult

**Training regime:** Twice a day, six days a week

**Other interests:** Enjoys socialising with family and friends

**Interesting fact:** Libby's brother James is also a Paralympic medallist at London 2012

#### Mark Dry

**DOB:** 11 October 1987

**Home town:** Elgin, Scotland

**Event:** Hammer Throw

**Career Highs:** Scottish Champion and British International Athlete

**Set-backs:** Mark lost his job recently and had to move to Loughborough to find work and a new coach.

**Training Regime:** 6 days a week (3-day cycles)

**Other Interests:** Mark is a keen sports fan and loves most sports.

**Interesting Fact:** Marks' priority over the next 12 months is to break the Scottish record and win a medal at the Commonwealth Games





## Pupil Sheet Two: Literacy

### Choosing Your Event

In your group, you will be writing a poem about an athletics event that will take place during the Glasgow 2014 Commonwealth Games. You should choose your event from one of the following:

- 100m sprint
- Hammer Throw
- 400m hurdles
- Javelin
- Long jump
- Pole Vault
- High jump
- Marathon or Long Distance Running
- 800m / 1500m
- 4 x 400m Relay

Once you have chosen your event, you can also choose to base your poem on a famous athlete if you wish. To do this, you may need to do some additional research.

The event and athlete our poem will be about is

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The event involves the following (eg. actions, equipment, locations)

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Once you know your event, you can then begin to look at different words that are associated with that event. Perhaps you can draw an idea shower to get your group's thoughts on paper.

For example, some words associated with the 400m hurdles and emotions could be:

- Win
- Struggle
- Fall
- Elated
- Victorious
- Proud
- Deflated
- Fast
- Stride
- Pace
- Finishing
- Line
- Hurdle
- Jump

Perhaps you could draw an idea shower to get your groups thoughts on paper





## Pupil Sheet Three: Literacy

### Writing Your Poem

Here are some examples of video clips that show interviews with athletes after winning and losing their events. If you have time, you can look at these and listen for any emotive language that is used:

Sir Chris Hoy explains how proud he is to be part of the 2014 games:

<http://www.youtube.com/watch?v=oE4mbVq5XY8>

Sir Chris Hoy guides you through the new velodrome in Glasgow

<http://www.youtube.com/watch?v=mdqMQoNiqeg>

Jessica Ennis after winning 2012 Olympic Gold Medal:

[http://www.youtube.com/watch?v=2Yh1G\\_F5YMg](http://www.youtube.com/watch?v=2Yh1G_F5YMg)

Mo Farah after winning 2012 Olympic Gold Medal:

<http://www.youtube.com/watch?v=kOOoMlxvnBs>

Scottish Olympic Parade:

<http://www.youtube.com/watch?v=nkXwr8KJUFI>

Scottish Judo Player Euan Burton explains the benefit of hard work and dedication

<http://www.youtube.com/watch?v=ZHty6uawVSk>

The announcement that Scotland will host the 2014 Commonwealth Games

<http://www.youtube.com/watch?v=xqhZ8-a8o-8>

See how many words about emotions you can come up with!

Here are a few to get you started...

- Enjoyment
- Scottish Pride
- Atmosphere
- Opportunity
- Terrific
- Unbelievable
- Despair
- Beautiful
- Nervous
- Great
- Crowd roar



## Pupil Sheet Four: Literacy

### Performing Your Poem

You will perform your poem to the rest of the class. Clyde has some top tips to help!

#### Reciting

Is one person going to do the whole poem or will you share lines?

Can everyone join in on the last line of each verse?

You could use call and response.

#### Emotion and Feeling

You could use actions to add to the emotion of your performance.

#### Props

You can use props to add interest.

For instance, you could use a relay baton to show whose turn it is to speak.

**Clyde's Tartan Tip**  
*Are you going to use rhyme?  
Not all poems or songs have to rhyme but it's a  
great way to make it memorable!*



**Clyde's Tartan Tip**  
*Don't make your poem too long.  
You want to be able to perform it to the class quickly  
and clearly!*

## Lesson Two: Literacy (Teacher Sheet 1) - Write a News Report

Pupils will choose a famous athlete and write a fictional news report, which describes that athlete's performance at the 2014 Commonwealth Games.

**Age** Suitable for 7 to 11-year-olds

**Objectives** To understand how a news article is constructed  
To write a news article for print or web

**Resources** Display the news report on Teacher sheet 2 on the whiteboard  
Enough copies of Pupil sheet 1 for each pupil or pairs if working together.  
Prompt sheet for pupils with support needs/barriers to learning

*Breaking news*



**Starter** - Explain to the class that they are going to write a news report based on a famous athlete.

Project one of the 3 news reports provided on Teacher sheet 2 onto the board. Read this through as a class and then discuss the elements that make up a newspaper report.

**Main body** - Pupils will write their own fictional news report about a famous athlete who has taken part in the 2014 Commonwealth Games. The athlete they choose can either win or lose - it is up to the pupils to decide the outcome.

**Task** - Depending on your pupils' ages and abilities, they can either work on their own or in pairs.

They should work through Pupil sheet 1, which will show them how to structure a basic news report. Teachers can use their discretion as to the length of the children's reports based on age and ability.

Tell pupils they will come up with a headline later in the lesson.

**Plenary** - Assess the class's understanding of the task, by showing the news report again (provided on Teacher sheet 2) and asking the class to come up with suggestions for alternative headlines.

Discuss their suggestions and then ask each pupil or pair to come up with two alternative headlines for their own article. Children self-assess these two headlines in their groups and discuss which one is more appropriate.

**Extension Activity** - Pupils can upload their article to the school's intranet, or they could write another article that reports on the same event but with a different outcome. For example, if their athlete won their competition, they could now write one in which they lose. Emphasis should be placed on comparing the different language used, especially emotive words.

**Differentiation** - High achievers / more able pupils could extend their news reports by another 50 words, in which the athlete explains their emotional journey during the race.

Teachers can provide pupils with additional support needs / barriers to learning with a few examples of sports articles.

Then ask them to point out and highlight some emotive words found in those articles.

They could use some of the words they have found in their own articles.



## **Lesson Two:** Literacy (Teacher Sheet 1) - Write a News Report cont'd

### Lesson 2 - Curriculum for Excellence Links -

#### Listening and Talking:

Lit 1-01a, 2-01a, 1-02a, 2-02a,  
Eng 1-03a, 2-03a, Lit 1-07a,  
2-07a, 1-09a, 2-09a, 1-10a,  
2-10a

#### Reading:

Eng 1-12a, 2-12a, Lit 1-13a,  
2-13a, 1-14a, 2-14a, 1-16a,  
2-16a, Eng 1-17a, 2-17a,  
1-19a, 2-19a

#### Writing:

Lit 1-20a, 2-20a, 1-21a, 2-21a,  
1-22a, 2-22a, 1-23a, 2-23a,  
1-24a, 2-24a, 1-26a, 2-26a,  
Eng 2-27a, 1-31a, 2-31a.

## Lesson Two: Literacy (Teacher Sheet 2) – Write a News Report

### Example of a News Report

Project the examples below onto the board:

**Article 1** - This is a report from children's newspaper First News.

The original of the article can be found here: <http://news.bbc.co.uk/sport1/hi/athletics/9350741.stm>

**Article 2** - This is a report of Scottish athlete Eilidh Child winning 2 medals at the 2013 European Indoors championships in Gothenburg, Sweden.

The original of the article can be found here:

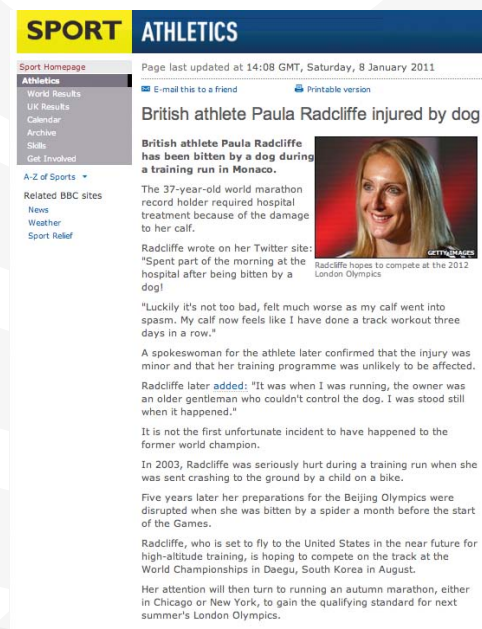
<http://www.scottishathletics.org.uk/index.php?p=17&itemType=news&itemId=6990>

**Article 3** - This is an article including video that shows Derek Redmond determined to finish a race with the support of his father.

The original of the article can be found here: [http://www.youtube.com/watch?v=3mN4P\\_WxdnE](http://www.youtube.com/watch?v=3mN4P_WxdnE)

Explain to the pupils some of the key concepts of an article and their aims, namely:

- Headline
- Reported speech (also known as quotations)
- Concluding sentence or paragraph.
- Introduction (also known as a sell or standfirst)
- Third person composition style



**SPORT ATHLETICS**

Page last updated at 14:08 GMT, Saturday, 8 January 2011

**British athlete Paula Radcliffe injured by dog**

British athlete Paula Radcliffe has been bitten by a dog during a training run in Monaco.

The 37-year-old world marathon record holder required hospital treatment because of the damage to her calf.

Radcliffe wrote on her Twitter site: "Spent part of the morning at the hospital after being bitten by a dog!"

"Luckily it's not too bad, felt much worse as my calf went into spasm. My calf now feels like I have done a track workout three days in a row."

A spokeswoman for the athlete later confirmed that the injury was minor and that her training programme was unlikely to be affected.

Radcliffe later added: "It was when I was running, the owner was an older gentleman who couldn't control the dog. I was stood still when it happened."

It is not the first unfortunate incident to have happened to the former world champion.

In 2003, Radcliffe was seriously hurt during a training run when she was sent crashing to the ground by a child on a bike.

Five years later her preparations for the Beijing Olympics were disrupted when she was bitten by a spider a month before the start of the Games.

Radcliffe, who is set to fly to the United States in the near future for high-altitude training, is hoping to compete on the track at the World Championships in Daegu, South Korea in August.

Her attention will then turn to running an autumn marathon, either in Chicago or New York, to gain the qualifying standard for next summer's London Olympics.



**GOthenBURG GLORY - AND TWO MEDALS - FOR CHILD**



3rd March 2013

When Eilidh Child eventually hangs up her spikes, there can be little doubt that Sunday 3 March 2013 and Gothenburg will figure pretty high in her memories.

The Delhi Commonwealth Games medallist wrote herself into the record books by claiming not one but two medals in one day at the European Indoors event in Sweden.

Throw in her third Scottish Indoor record at 400m in a matter of weeks and a British record in the gold-medal winning 4 x 400m relay run and it becomes pretty much unparalleled in our track and field tapestry down the decades.



Previous Blog home

**50 stunning Olympic moments No3: Derek Redmond and dad finish 400m**

What made this moment at the 1992 Games special was it brought into focus not just one athlete's near-heroic desperation but a more universal theme: the nature of parenthood



An anguished Derek Redmond is helped towards the finish by his father after suffering an injury in the 400m semi at the Barcelona Games. Animation: Jonny Weeks for the Guardian. [Click here to see our full gallery](#)

Olympians could fill a pool with their tears, on a quadrennial basis. The nature of the competition ensures that however many dream of glory, most will only experience disappointment. At that moment, the bitter taste not just of a single defeat but of four years of wasted effort can simply be too much for some to handle. More than that, quite a few athletes can't even win without tears. But no Olympic emotional outburst is ever likely to dislodge Derek Redmond's in the minds not just of Britons but of anyone old enough to remember the 1992 Games. What made this moment special was that it brought into focus not just the near-heroic desperation of a single professional athlete but a much more universal theme: the nature of parenthood.

"I still get people coming up to me in the street because of what happened," said Redmond in February 1993, six months after the 1992 Olympics. "But as nice as it is to know that they care.



## Pupil Sheet One: Literacy

### Writing Your Article

You will be writing a news article for a newspaper or the internet. Before you begin, there are some things you need to think about.

#### Step One - Select Your Athlete

- You need to choose an athlete to write about.
- What is their event?

Here are a few Scottish examples to give you some ideas to start:



• Eilidh Child – 400m



• Lynsey Sharp – 800m



• Steph Twell – 5k / 1500m



• Eilish McColgan - Steeplechase



• Mark Dry – Hammer



• Chris O'Hare – 1500m

To find out more on these athletes visit their profile pages on:

[www.thepowerof10.info](http://www.thepowerof10.info) or search athlete names on [www.google.com](http://www.google.com)

#### Step Two - Create your athletes background

- Will your athlete win a medal at Glasgow 2014 Commonwealth Games?
- Do they suffer an injury in training just before competition?
- Are they just coming back from an injury?
- Is this their first big competition?
- How will your article end?
- What will your athlete's outcome be?

#### Get Reporting

Once you have decided on the details, you can begin to write your article.

#### Clyde's Tartan Tip

The middle part of your report can be about the lead up to the competition, how your athlete trained or about the competition itself. It's up to you!

#### Clyde's Tartan Tip

The first paragraph should tell the reader what the article is about. eg. winning a medal at the Commonwealth Games, the first paragraph will state that this is what happened.



#### Clyde's Tartan Tip

The last paragraph should close the article and include some kind of conclusion.



## Pupil Sheet Two: Literacy

### Prompt Sheet

To help you write your article, write some answers to the questions below.

Who are the Scottish Athletes you would like to write about?

.....

What is their event?

.....

What is the competition they are taking part in? (Here are some competitions that may help you think)

- 2014 Commonwealth Games
- Edinburgh Marathon
- Scottish Track & Field Championships

.....

What could happen during an athletics event? (Here are a few to get you started)

- The athlete comes last in the race but is delighted because they achieved a personal best time
- The athlete wins the medal and breaks the world record
- The athlete gets injured but is determined to finish the race, even has to walk over the line!

.....

.....

What words will you use to bring emotion into your report? (Here are a few to get you started)

- Hard Work
- Joy
- Despair
- Success
- Delight
- Sweat
- Determination
- Injury
- Fast



### Clyde's Tartan Tip

Use words in your article that show emotion -  
this will help to engage the reader

## Lesson Three: Numeracy (Teacher Sheet 1)

### Choosing a Relay Team

Pupils will work out average times for six runners. They will use this information to select four runners for a relay team. They will then work out in which order the relay team should run, based on a provided strategy.

**Age** Suitable for 9 to 11-year-olds.

**Objectives** To work out averages from sets of four numbers  
To select the four smallest averages and place them in an order depending on given criteria.

**Resources** ICT prompt clips (see below)  
One copy of Pupil sheet 1 for each group.

**Starter** - Introduce the concept of a relay race to your pupils.  
If an example is needed, show the women's and/or men's 4 x 100m from the 2008 Olympic Games.

Women's 4 x 100m: [http://www.youtube.com/watch?v=sAfhf\\_u\\_QBI](http://www.youtube.com/watch?v=sAfhf_u_QBI)

Men's 4 x 100m: <http://www.youtube.com/watch?v=uwLDpicye-VM>

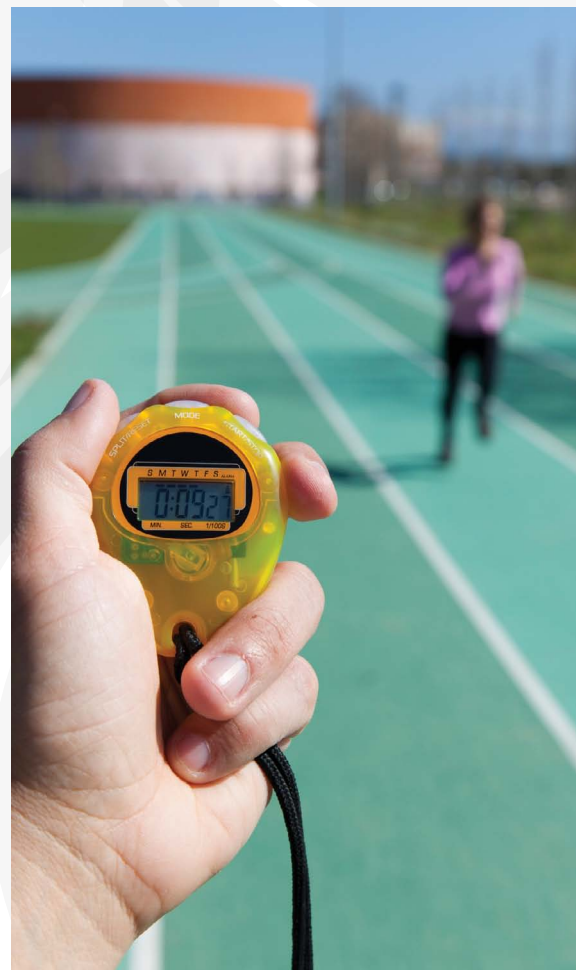
**Main body** - Explain that the pupils will work in groups of three or four. Their role is to be a coach of a relay team. They are going to analyse the results of six runners. They will choose a team of four runners based on the runners' average times. They will also use the averages they have calculated and other information to define what order the athletes should run in.

**Task** - To introduce the class to the idea of averages ask them, in their groups, to each pick a number between 10 and 11 to one decimal place. Each child in the group should choose a different number.

This number will represent the time it takes them to run the 100m sprint. Once all pupils have chosen a number, working in their groups, they will add their chosen times together and then divide them by the number of people in their group to reveal the average time.

When pupils are comfortable with this process, ask them to look at Pupil sheet 1. Using this sheet, pupils will calculate the average times for each runner. Pupils will then choose the four fastest runners based on the average times they have calculated.

Following this, the pupils will now decide what order the athletes should run in, based on a given strategy.



## Lesson Three: Numeracy (Teacher Sheet 1)

### Choosing a Relay Team

**Plenary** - Pupils peer assess in their groups to check they agree on the correct answers.

Teachers assess understanding of the task by checking all groups have the correct answers.

Open a class discussion about choosing a team of four runners. Prompt the pupils by asking what happens to an athlete's average time if they run one slow race? And what if they run one fast race?

Then ask whether using average times is a good or bad way to select runners. Encourage pupils to think of the shortcomings in such a strategy and to suggest alternative strategies.

**Extension Activity** - Pupils can consider what other factors may affect their choice of a relay team.

For example:

- Is an athlete's performance improving, staying the same or worsening?
- Is an athlete coming back from injury or likely to get injured?
- Will an athlete be over-tired from competing in other events?
- Does an athlete run very fast but often drop the relay baton?
- Is the athlete a better starter (60m times) or better bend runner (200m times)?

**Differentiation** - High achievers / more able pupils can examine the times in more detail.

In the example, some of the athletes are improving and one athlete had a bad race that increased the average time. Knowing this, pupils can consider whether this would make a difference to team selection and prepare a written argument for their choices. Pupils with additional support needs / barriers to learning can note down the fastest time for each runner.

### Lesson 3 - Curriculum for Excellence Links -

Number, money and measure:

MNU 1-02a, 2-02a, 1-03a,  
2-03a, 1-11a,  
2-11a 2-11b, 1-12a, 2-12a,  
1-20a, 2-20a, 1-20b, 2-20b,  
1-21a, 2-21a.





## Lesson Three: Numeracy (Teacher Sheet 2)

Runner Name	Scottish Athletics Championships (Scotstoun Stadium)	UK Championships (Alexander Stadium, Birmingham)	British League Meeting (Sheffield)	Scottish League Match (Aberdeen Sports Village)	Average Time
Jimmy Thistle	10.54s	10.43s	11.00s	10.51s	10.62s
Craig Haggis	10.19s	11.33s	10.45s	10.75s	10.68s
Robert Angus	10.34s	11.04s	10.54s	10.20s	10.53s
Hamish Glasgow	10.89s	10.56s	10.22s	11.01s	10.67s
Ewan Wallace	11.00s	10.43s	10.75s	10.26s	10.61s
Donald Burns	10.67s	11.03s	10.34s	10.56s	10.65s

Based on the four, fastest average times, the team will be made up of:

- 1) Robert Angus                      2) Ewan Wallace                      3) Jimmy Thistle                      4) Donald Burns

### Runner Characteristics

Speed is important, however it is also important to work to the strengths of the team.

The strengths of the runners are:

Runner Name	Good Starter	Good Bend Runner
Jimmy Thistle	Yes	No
Craig Haggis	No	Yes
Robert Angus	Yes	No
Hamish Glasgow	Yes	Yes
Ewan Wallace	Yes	No
Donald Burns	No	Yes



### One popular strategy for running a relay race is;

- The fastest runner goes last
- Of the remaining three runners, the best at starting goes first
- Of the remaining two runners, the best bend runner goes third as this is the top bend
- The remaining runner goes second as this is a straight run.

The first runner will be - Ewan Wallace

The second runner will be - Jimmy Thistle

The third runner will be - Donald Burns

The fourth runner will be - Robert Angus

## Lesson Three: Numeracy (Teacher Sheet 2) cont'd

**Note** - The reason for saving the best runner until last is that runner will know what he or she has to do in order to win the race by the time he or she receives the baton. If the team is leading, the last runner or “anchor” needs to run in control and maintain the lead. If the team is behind, then the last runner has to try to make up the distance to the leading team. The best runner at starting should take the first leg in order to give the team a solid start.

**Differentiation** - When high achievers / more able pupils analyse the table further, they will note two things: Craig Haggis ran the fastest time, however did not make the team as he has one slow time that gave a poor overall average. Prompt the pupils to think about what could have been the cause of this slow time:

- Was the slow time just a bad day for the runner?
- Was it due to an injury?

In real life, a coach would want to investigate this further.

Ewan Wallace started off as the slowest runner, but over time has shown marked improvement. What could be the reasons for the runner's improvement? A coach would want to investigate this further and find out if this runner can be consistent and, therefore, relied upon by the team.



## Pupil Sheet One: Numeracy

### Runners Times

You are managing a 4 x 100m relay team. You have to choose four runners from six possible athletes.

Below is a table of six runners with their three most recent 100m times. Work out their average times

Runner Name	Scottish Athletics Championships	Aberdeen Open	Scottish District Championships	Glasgow Open	Average Time
Jimmy Thistle	10.54s	10.43s	11.00s	10.51s	
Craig Haggis	10.19s	11.33s	10.45s	10.75s	
Robert Angus	10.34s	11.04s	10.54s	10.20s	
Hamish Glasgow	10.89s	10.56s	10.22s	11.01s	
Ewan Wallace	11.00s	10.43s	10.75s	10.26s	
Donald Burns	10.67s	11.03s	10.34s	10.56s	

By looking at the results, choose your relay team of the four runners with the four fastest average times.

Our team will be made up of the following athletes:

Runner 1:.....

Runner 2:.....

Runner 3:.....

Runner 4:.....

Now you have chosen your team, you must choose which order they run in. Use the strategy outlined below to select who runs when.

One popular strategy for running a successful relay race is:

- The fastest runner goes last
- Of the remaining three runners, the best at starting goes first
- Of the remaining two runners, the best bend runner goes third as this is the top bend
- The remaining runner goes second as this is a straight run.

Runner Name	Good Starter	Good Bend Runner
Jimmy Thistle	Yes	No
Craig Haggis	No	Yes
Robert Angus	Yes	No
Hamish Glasgow	Yes	Yes
Ewan Wallace	Yes	No
Donald Burns	No	Yes

My relay team will be;

1st runner .....

2nd runner .....

3rd runner .....

4th runner .....



## Lesson Four: Numeracy (Teacher Sheet 1)

### Taking the High Jump

Pupils will look at various high jump techniques that have existed over the years. They will examine a variety of jumps and measure them to see just how high some professional athletes can jump.

**Age** Suitable for 7 to 11-year-olds.

**Objectives** To measure out heights of professional high jumpers' achievements  
To use non-standard forms of measurement when looking at the high jump.

**Resources** Tape measure for each group  
Copies of Pupil sheets 1, 2 and 3 for each pupil  
Chalk  
Items of your choice for non-standard measuring (litre bottles, school ties, CD cases etc).

**Starter** - Split the class into groups of four to six, mixed-ability pupils. Using Teacher sheet 2, look at the clips or images of various high jump techniques. Ask the pupils to discuss, in their groups, which method they think produces the best results/highest jumps, and why this is so. They could write notes about their thoughts. When your pupils are ready, open this up to class discussion.

**Main body** - This lesson will give pupils the opportunity to look at world records for each high jump technique. They will measure out world records on the floor to see how high some people have jumped.

**Task** - Using Pupil sheets 1 and 2, pupils will put the jumps in order of highest to lowest and analyse the results. They will use Pupil sheet 3 to measure out the jumps to see exactly how high the jumps are compared to their own height. Following this, they will record the measurements using non-standard forms of measurement. For example, how many 1 litre milk bottles, school ties or CD cases do the jumps measure?

**Plenary** - Each group will measure out the men's and women's Fosbury flop jumps, as well as use a different form of non-standard measurement. Pupils peer assess by checking all members of the group agree on their results. Further peer assessment can take place by allowing each group to share their findings with the rest of the class. The teacher can assess understanding of the task through observing the groups' presentations of results.

**Extension Activity** - Pupils could research into world records for the long jump and triple jump, using ICT or the school library. They could see how long the world records are compared to other non-standard forms of measurement, for example, a classroom table or a gym crash mat or, examine the differences in technique between the long jump and high jump.



## Lesson Four: Numeracy (Teacher Sheet 1) cont'd

**Differentiation** - High achievers / more able pupils could look at world records for the pole vault and compare it to the records for the high jump.

The official world records can be found at the IAAF website:

### Men's

Pole Vault (Outdoor) - <http://www.iaaf.org/records/toplists/jumps/pole-vault/outdoor/men/senior>

Pole Vault (Indoor) - <http://www.iaaf.org/records/toplists/jumps/pole-vault/indoor/men/senior>

High Jump (Outdoor) - <http://www.iaaf.org/records/toplists/jumps/high-jump/outdoor/men/senior>

High Jump (Indoor) - <http://www.iaaf.org/records/toplists/jumps/high-jump/indoor/men/senior>

### Women's

Pole Vault (Outdoor) - <http://www.iaaf.org/records/toplists/jumps/pole-vault/outdoor/women/senior>

Pole Vault (Indoor) - <http://www.iaaf.org/records/toplists/jumps/pole-vault/indoor/women/senior>

High Jump (Outdoor) - <http://www.iaaf.org/records/toplists/jumps/pole-vault/indoor/women/senior>

High Jump (Indoor) - <http://www.iaaf.org/records/toplists/jumps/high-jump/indoor/women/senior>

Pupils should note the differences and work out corresponding ratios. Pupils with additional support needs / barriers to learning could work with a partner in their group, who could model the activity to help them better access the task.

Pupils can also discuss the difference between competing indoors and outdoors.

### Lesson 4 - Curriculum for Excellence Links -

**Number, money  
and measure:**

MNU 1-02a, 2-02a, 1-03a,  
2-03a, 1-11a,  
2-11a, 2-11b, 1-12a, 2-12a,  
1-20a, 2-20a, 1-20b, 2-20b,  
1-21a, 2-21a.



## Pupil Sheet One: Numeracy

### High Jump Techniques

During the history of the high jump, there have been various techniques adopted by professional athletes. Below is a short description of some main techniques, including links to videos where you can show pupils an example of the jumping styles.

**The Standing Jump** - This was one of the first high jump techniques and involved the athlete standing still and then jumping over the bar with both feet together, and landing on their feet again. No run up was allowed.

**The Scissor Jump** - A run up was allowed. This technique involves the lead leg (closest to the bar) being held straight and swung into the air to clear the bar. At the same time, the hips and body are driven into the air by the take-off leg. As the jumper crosses the bar, the trailing or take-off leg has to be quickly swung up to clear the bar. The athlete lands on their feet.

Example video: [http://www.youtube.com/watch?v=hZfziV\\_ydzs](http://www.youtube.com/watch?v=hZfziV_ydzs)

**The Straddle or Western Roll** - Unlike the scissor jump, where the jumpers face forwards when jumping, in the straddle they face down as they roll over the bar.

Example video: <http://www.youtube.com/watch?v=bZF4nakRNF4>

**The Fosbury Flop** - Named after an American athlete, Dick Fosbury, the Fosbury flop involves the athlete jumping





## Pupil Sheet Two: Numeracy

### Ordering

#### Task 1 - High Jump World Records

Below are some world record high jumps, along with the technique used to achieve those jumps.

Put the jumps in order from highest to lowest by filling out the table below.

#### Male World Record High Jumps

Fosbury flop – 2.45m (245cm), Javier Sotomayor of Cuba, 1993

Scissor jump – 1.97m (197cm), Michael Sweeney of USA, 1895

Standing jump – 1.89m (189cm), Marshall Brooks of Great Britain, 1876

Straddle jump – 2.00m (200cm), George Horine of USA, 1912,

Technique	Jump Height (highest to lowest)

#### Female World Record High Jumps

Fosbury flop – 2.09m (209cm), Stefka Kostadinova of Bulgaria, 1987

Scissor jump – 1.59m (159cm), Ethel Catherwood of Canada, 1928

Straddle jump – 2.00m (200cm), Rosemarie Ackermann of Germany, 1977

Technique	Jump Height (highest to lowest)

#### Task 2 - Your Results

Once you have filled in the tables, answer the questions below.

- 1) Look at the data. What do you notice about the highest jumps for men and women and the corresponding techniques?
- 2) What other patterns do you notice?
- 3) Thinking back to your predictions at the beginning of the lesson, which technique do you think produces the best results?

## Pupil Sheet Three: Numeracy

### Measurements

**Task 1** - Measure out the two highest jumps (male and female) with a tape measure along the floor. This will show you just how high some professional athletes can jump!

You could use chalk to measure out the jumps on the ground and see how many of your classmates fit into your measurement.

**Task 2** - Once you have done this, measure your own height and then calculate the difference by subtracting your height from the high jump's height. This will show you how much higher than your own height some athletes can jump!

Highest Female Jump	My Height	Difference
Highest Male Jump	My Height	Difference

#### Clyde's Tartan Tip

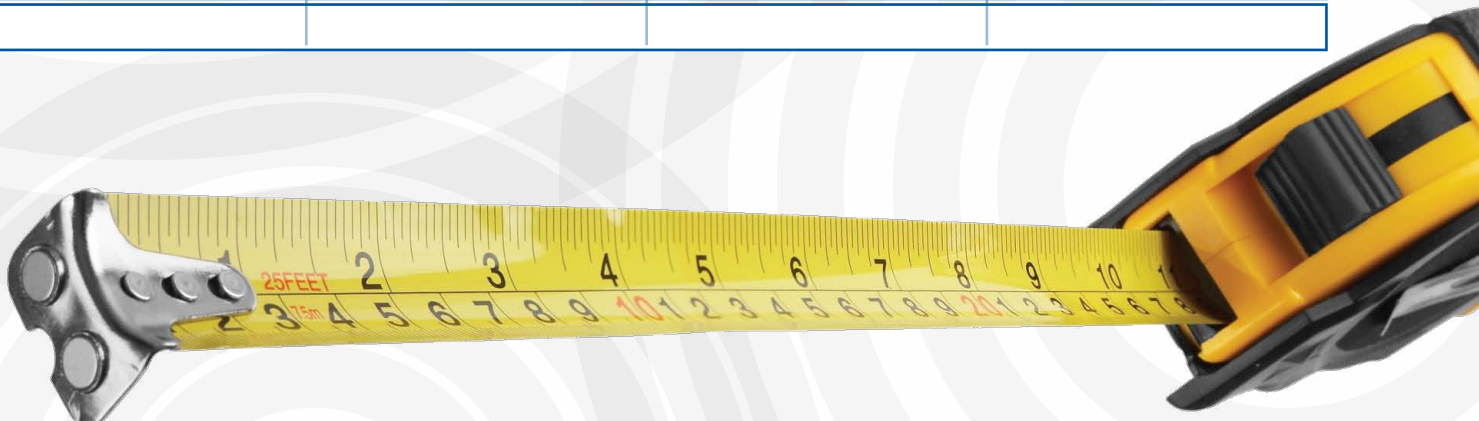
*Take your time to measure carefully and accurately.. It's a good idea to measure once, write down the measurement and then measure again to check you got it right!*



**Task 3** - Once you have done this, you can use non-standard forms of measurement such as a 1 litre bottle of milk, CD case or even school tie to measure the height of two jumps. Use this table to fill out your findings. An example has been completed for you.

#### Non-standard Forms of Measurement

Jump Technique	Actual Height of Jump	Form of Measurement	Number of Units
Straddle Jump	1.9m (190cm)	1 litre milk	9 1/2



## Lesson Five: Science (Teacher Sheet 1)

### Muscles and How They Work

Pupils will identify muscles and, by looking at their own bodies, learn how muscles work in pairs. Following this, pupils will learn about slow twitch and fast twitch muscle fibres, and which athletic events use which sort of muscle fibre.

**Age** Suitable for 7 to 11-year-olds.

**Objectives** Pupils to identify major muscle groups  
 Pupils to learn how muscles work in pairs  
 Pupils to understand the difference between fast and slow twitch muscle fibres.

**Resources** Display Teacher sheet 2 on whiteboard  
 Pack of Post-it notes or stickers  
 Copies of Pupil sheets 1 and 2; one of each sheet per pair.

**Starter** - Explain to the class that muscles are responsible for all human movement and that the human body has over 600 muscles. Using Teacher sheet 2, project the image of the body onto the whiteboard. Ask the students to write the name of each of the muscles onto a Post-it note or sticky label. Working in pairs, they should then stick their labels in the correct places on their partner.

**Main body** - This lesson will teach pupils that muscles can only pull in one direction - and therefore, muscle groups always work in pairs. They will also learn there are two main types of muscle fibres - fast twitch and slow twitch. These muscle fibres are suited to certain athletics events.

**Task** - Using Pupil sheet 1, pupils will work in pairs to see how muscles work. They will examine their partner's biceps and triceps muscles. They will feel how the biceps muscle contracts to bend the arm. They will then see that the biceps muscle has to relax and the triceps muscle contract in order for the arm to return to its original position (an explanation is given on Teacher sheet 3, if needed).

Pupils will then use Pupil sheet 2 to learn about fast twitch and slow twitch muscle fibres.





## Lesson Five: Science (Teacher Sheet 1) cont'd

**Plenary** - When all groups have finished, ask the class as a whole to get into a squatting position.

**For younger children:** Ask the pupils to do a standing jump from their squatting position. Then ask them to go back to the squatting position and this time to slowly stand up straight. The teacher can assess the children's understanding of slow twitch and fast twitch muscle fibres by asking the children which muscle fibres are being used in each movement.

**For older children:** Ask the pupils to get into a squatting position. Assess the pupils' understanding of slow twitch and fast twitch muscle fibres by asking them to demonstrate a fast twitch muscle fibre movement using a burst of energy. They should do a standing jump from their squatting position. Now ask the class to demonstrate a slow twitch muscle fibre movement from a crouching position. This time they should all slowly stand up straight. As an extension to this, you can ask the pupils if they can work out which muscle in the pair is used for squatting and which is used for jumping (refer to Teacher sheet 2, if necessary).

**Extension** - Pupils could investigate other muscle groups that work in pairs.

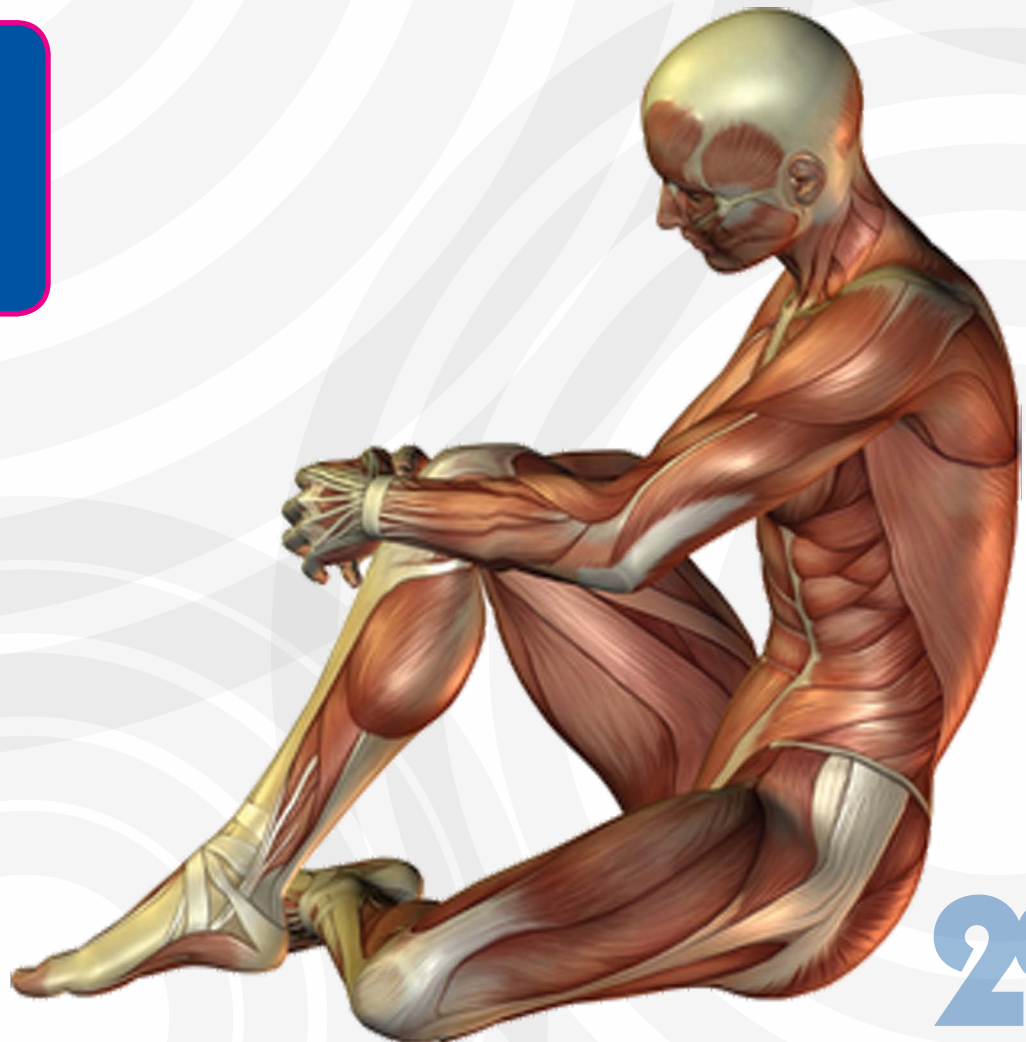
**Differentiation** - High achievers / more able pupils could investigate further into muscle groups, and come up with some other athletics events and the particular muscles that they rely on.

Pupils with additional support needs / barriers to learning can write down an athletics event which uses the biceps and triceps muscle pairs.

### Lesson 5 - Curriculum for Excellence Links -

Biological Systems:

SCN 1-12a, 2-12a.

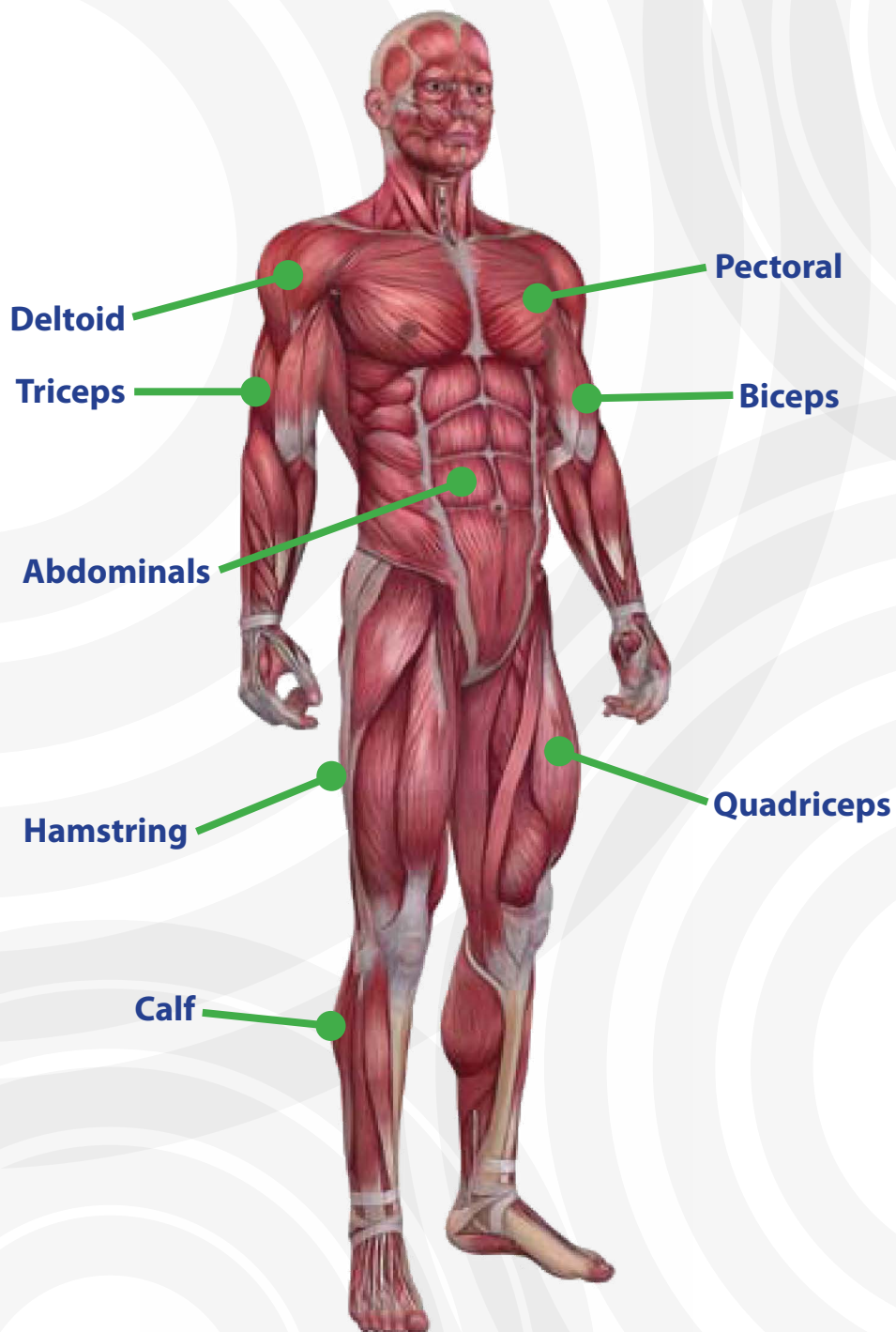


## Lesson Five: Science (Teacher Sheet 2)

### Identify Your Muscles

Project this diagram onto the board. In pairs, ask the pupils to write the names of each muscle group on separate Post-it notes or sticky labels. Now, working in pairs, ask the students to stick the labels in the correct place on their partner.

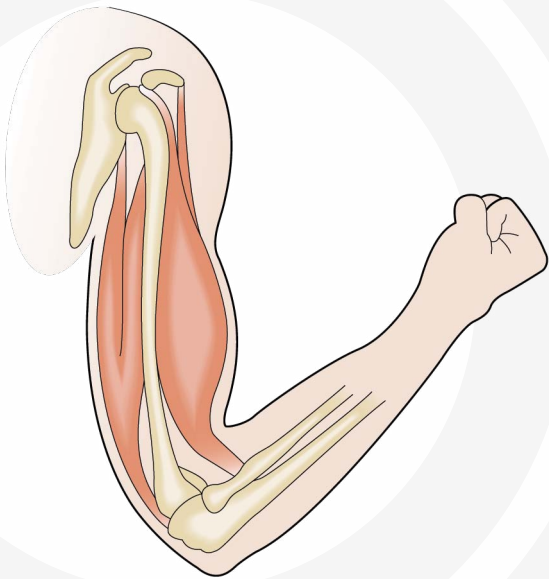
### Anatomical Picture



## Lesson Five: Science (Teacher Sheet 3)

Muscles can only contract or relax. Also, they can only pull in one direction. So, relaxing a muscle does not return the body to its original position. To do that, another muscle has to contract. That is why muscles need to work in pairs.

### Contracted Biceps



### Contracted Triceps



In the example the children are examining, when the biceps muscle contracts, the arm bends. However, when it relaxes, the biceps cannot push the arm back out again. To do this, the triceps muscle, on the underside of the upper arm, contracts and straightens the arm out. This shows how muscles work in pairs. If the triceps muscle wasn't there, the arm would stay bent permanently. Without this system of muscle pairs, we wouldn't be able to straighten our legs to walk or bend our fingers to grip a pencil, for example.

#### Answers to Pupil Sheet 1.

**What happens when your partner bends their arm?** - The biceps muscle contracts. The triceps muscle is relaxed.

**Does anything happen when they relax?** - No, the arm stays where it is.

**Which muscle does your partner use to straighten their arm again?** - The triceps muscle which contracts. The biceps muscle remains relaxed.

#### Answers to Pupil Sheet 1 cont'd.

**Do muscles work on their own or in pairs?** - Muscles work in pairs. They can only cause movement by contracting, so the body needs two muscles in order to move a body part or joint back and forth.

#### Answers to Pupil sheet 2.

- Long distance running - slow twitch
- Sprinting - Fast twitch
- Triple jump - Fast twitch
- Marathon - Slow twitch



## Pupil Sheet One: Science

### Finding Out How Muscles Work

You will work in pairs to find out how muscles achieve movement.

In your pairs, examine your partner's upper arm. Look at what happens when they bend their arm.

Pay particular attention to what the biceps and triceps muscles are doing.

What happens when your partner bends their arm?

.....  
.....

Does anything happen when they relax?

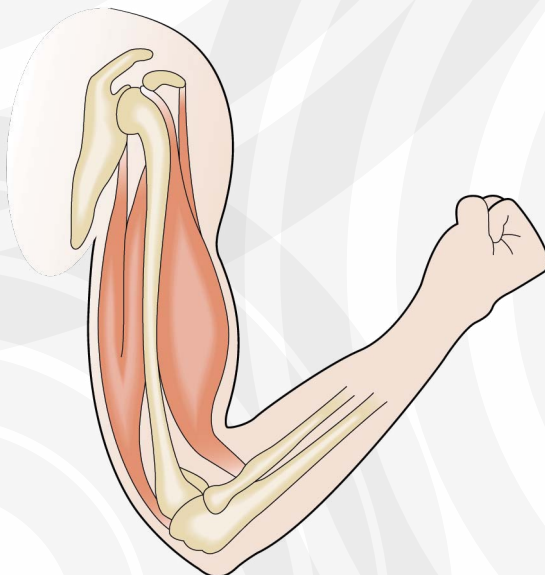
.....  
.....

Which muscle does your partner use to straighten their arm again?

.....  
.....

Thinking of what you have just witnessed, do muscles work on their own or in pairs? Explain why.

.....  
.....



## **Pupil Sheet Two: Science**

### **Fast and Slow Twitch Muscles**

All muscles are made up of two types of fibre:

#### **Slow Twitch**

Slow twitch muscle fibres contract slowly, but keep working for a long time. Slow twitch muscle fibres are good for endurance activities that require you to keep going for a while.

#### **Fast Twitch**

Fast twitch muscle fibres contract very quickly, but get tired after a short time. These type of muscles are good for rapid or quick movements.

From the below list, see if you can guess which events require the use of fast or slow twitch muscles:

#### **Long-Distance Running**

.....

#### **Sprinting**

.....

#### **Triple Jump**

.....

#### **Marathon**

.....



## Lesson Six: Physical Education (Teacher Sheet 1)

### Circuit Training

Pupils will participate in an exercise circuit (provided). They will practise key athletics skills through carrying out various activities.

**Age** Suitable for 7 to 11-year-olds.

**Objectives** To practise key running, jumping and throwing skills through circuit training activities.

**Resources** Lay out the circuit as shown on Teacher sheet 2

Tennis balls

Long jump area (can use grass if outside or mats inside)

Relay batons

Five cones or markers

Stopwatches (one for central timing and one to time).

**Starter** - Spread the class out evenly at circuit stations 1-4, into four mixed-ability groups. Some warm up activities are provided on Teacher sheet 3. Warming up before participating in the circuit is essential to avoid injury.

**Main body** - Pupils will work their way around the circuit, staying at a station for 6-7 minutes. You will need to demonstrate each of the activities to check pupils are using the correct technique (see Teacher sheet 4). Emphasis should be placed on the quality of the movement rather than the quantity. Once all the groups have completed stations 1-4, they will then compete against each other in the Queens baton relay at station 5.

**Task** - Teacher sheet 4 provides you with the activities for each station. Make sure that you walk the groups through all of the activities before they begin, so they know exactly what they are doing.

**Plenary** - Pupils perform some cool down activities. Some examples are provided on teacher sheet 5. In their groups, the children then peer assess the circuit activities by discussing what aspects they found challenging and how they could improve their performance. Teacher then prompts a class discussion asking how pupils overcame any challenges. Teachers assess pupils' understanding of the task through this discussion.





## Lesson Six: Physical Education (Teacher Sheet 1) cont'd

### Circuit Training

**Extension Activity** - Pupils could think of another run, jump or throw activity and share it with the rest of the class. Alternatively, if the class has already completed lesson five (Muscles and how they work), pupils could identify which muscles they are using for each activity.

**Differentiation** - High achievers / more able pupils could demonstrate each of the activities to show good techniques. They could then help other pupils to enhance their performance.

Pupils with additional support needs / barriers to learning could use lighter balls for the throwing activities and be given a "buddy" to guide them in the correct technique.

### Lesson 6 - Curriculum for Excellence Links -

#### Health and Wellbeing:

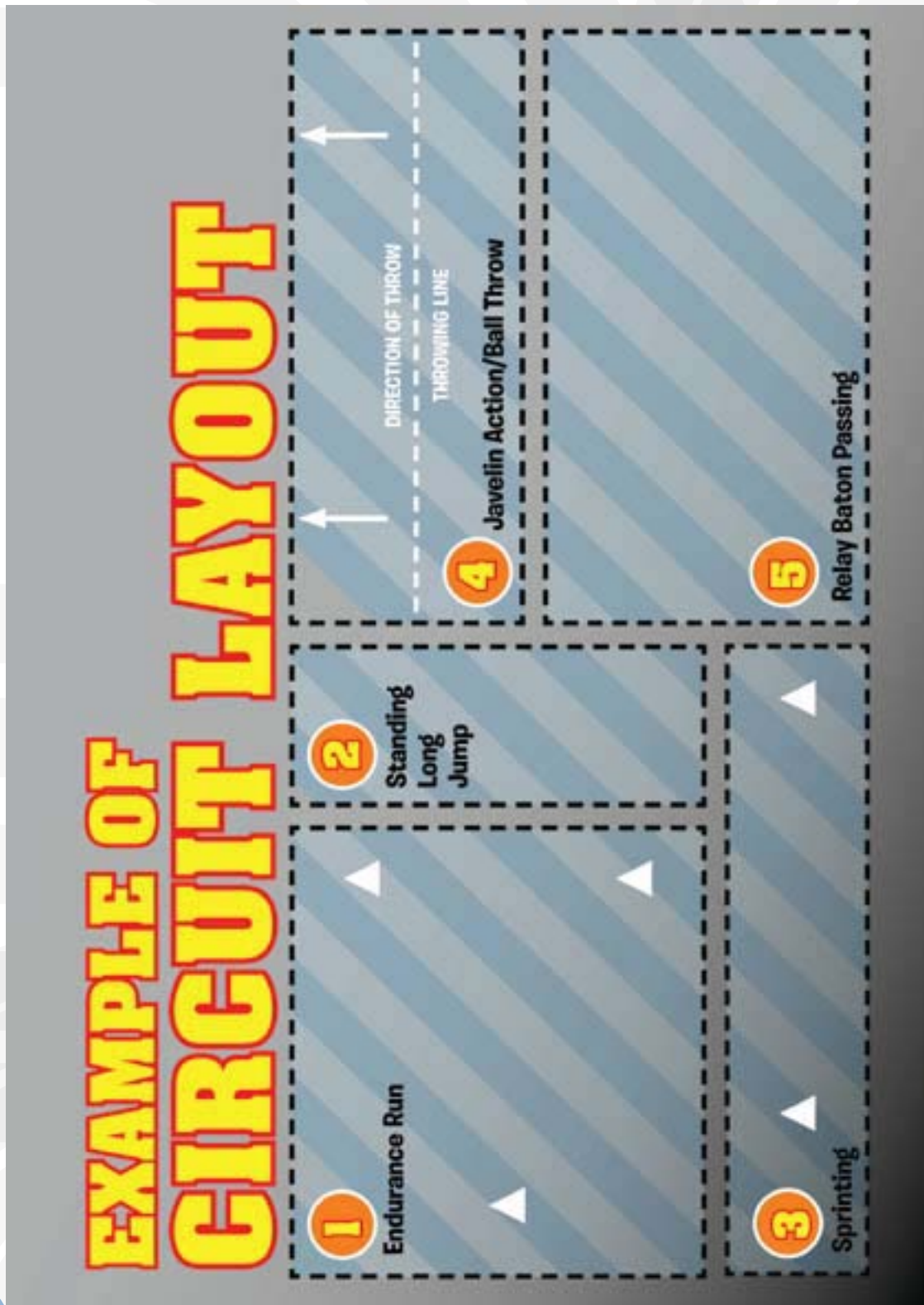
1-21a, 2-21a, 1-22a, 2-22a,  
1-23a, 2-23a, 1-24a, 2-24a,  
1-25a, 2-25a,  
2-26a, 1-27a, 2-27a, 1-28a,  
2-28a.



## Lesson Six: Physical Education (Teacher Sheet 2)

### Circuit Training

Example of circuit layout



## Lesson Six: Physical Education (Teacher Sheet 3)

### Warm Up Activities

Here are some warm-up activities that you can do with the class to prepare for the circuit exercise:

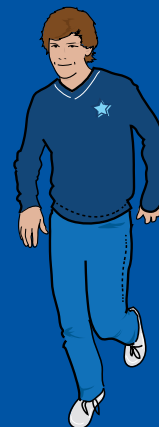
#### 1. Mark Dry - Bend

Stand upright with feet together and with arms clasped behind the back. Flex knees to lower the upper body down before returning to the start position.  
(Keep the back and upper body upright and straight.)



#### 2. Lee McConnell - Jog

Slowly run around the room with relaxed shoulders and arms hanging down by your sides.



#### 3. McColgan - March

Marching on the spot, raise and lower arms and legs to perform a marching action without moving off your position.



#### 4. O'Hare - March

March around the room, raise and lower arms and legs to perform a marching action around the room. Always remaining aware of others around them.



#### 5. Steph Twell - Stretch

Reach for the sky.

Stand upright with feet together. Reach upwards with hands as high as you can.



#### 6. Scottish Relay Run

Follow the leader.

Team leaders are selected. They perform any reasonable physical action which must then be copied by all the other members of the team.





## Lesson Six: Physical Education (Teacher Sheet 4)

### Circuit Exercises

Ensure that each station is shown to the class. Emphasise the technique they should be following.

**Note:** Pupils should always work a safe distance apart. Also, throwing activities should be set out so that pupils will be throwing away from the other stations.

### Endurance Run

Set out three cones as per the diagram on Teacher sheet 2. One by one, pupils will walk to one cone, jog to the next and then sprint to the last before re-joining the queue and repeating the sequence. Pupils could vary the run by skipping and hopping. Pupils should concentrate on a tall running position, their arms should reflect the speed at which they are travelling and they should also change pace smoothly.

### Standing Long Jump

Pupils will perform a standing long jump onto a mat. They should concentrate on movement from a squatting position to help them gather momentum to jump. Pupils should also use their arms to help their explosive movement and ensure maximum progress. Emphasis should be placed on the quality of movement rather than the amount of jumps they complete per minute.

### Sprinting

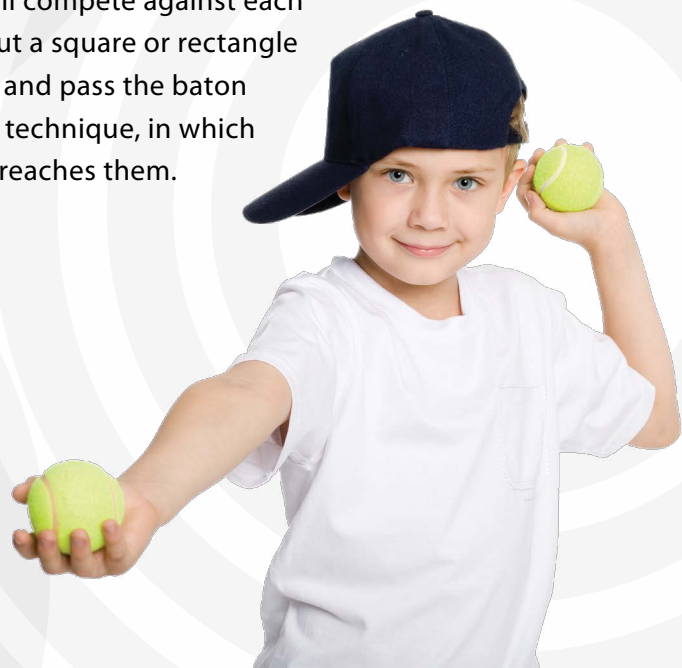
Set out two cones (10m apart). At the whistle, pupils will sprint between the two cones. They should concentrate on pumping their arms to help with speed. They should also look ahead and stay tall to ensure they are following the correct technique for sprinting. Once children have stopped for their rest, they should continue to walk around and NOT sit down or stand completely still as this can cool the body down and lead potentially to injury.

### Javelin Action/Ball Throw

Using a tennis ball, pupils will stand behind the designated throwing line, with one foot in front of the other and sideways on for good form. They will then use an overarm throw with a slightly bent arm. They should concentrate on keeping the elbow high and also stand tall when they throw. This activity is about technique, and not how far they can throw the ball.

### Relay Baton Passing

Once each group has taken part in all four of the circuits, they will compete against each other in the baton-passing relay. Move four of the cones to set out a square or rectangle area. Each pupil will take it in turns to run around the four cones and pass the baton onto the next person to run with. They should use the push pass technique, in which the next person to go starts jogging before the previous person reaches them. This ensures a smooth baton pass.



## Lesson Six: Physical Education (Teacher Sheet 5)

### Cool Down Activities

Pupils should carry out the cool-down activities below when they have completed the whole circuit.

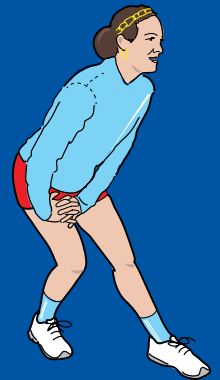
#### Back of lower Leg - Calf

- Heel of back foot flat
- Back straight
- Both feet point straight at wall
- Feel stretch at back of rear lower leg



#### Back of Thigh - Hamstrings

- One leg in front of the other and knee straight
- Hands on bent knee or thigh
- Sit back on support leg with bottom out and straight back
- Feel stretch on back of thigh of straight leg.



#### Inside thigh - Adductors

- Stand with feet a little over shoulder width apart
- Keep back straight
- Feet face forward
- Lean to one side, bending that knee
- Feel stretch on thigh on inside of straight leg



#### Side of trunk

- Stand with feet a little over shoulder width apart
- Keep back straight
- Take arm over head
- Feel stretch down side of trunk.



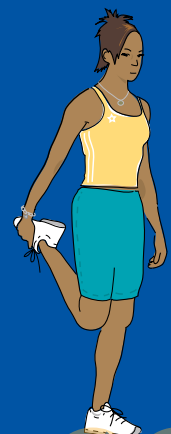
#### Back of lower leg - Calf

- Toes point forward
- Weight on rear leg
- Heels flat on ground
- Stretch felt in lowest part of calf.



#### Front of thigh - Quadriceps

- Hold wall for support, if needed
- Knees level
- Support leg slightly bent
- Stand tall with tummy in
- Feel stretch on front of thigh.



## Lesson Seven: Physical Education (Teacher Sheet 1)

### Progressive Skills

During this lesson, pupils will undertake two different athletics skills – one jumping activity and another that focuses on running.

**Age** Suitable for 7 to 11-year-olds.

**Objectives** To practise key running and jumping skills through activities provided and to improve their techniques.

**Resources** This activity will require two adults, one to lead each activity. Or, you could use high achievers / more able pupils to demonstrate their techniques to other pupils.

Cones

Coloured markers

Three landing mats.

**Starter** - Split the class into small, mixed-ability groups of five or six pupils. Get the pupils warmed up by using some of the activities provided on Teacher sheet 2. Students stay in their small groups throughout the whole lesson.

**Main body** - Pupils will spend 15 minutes on each of the provided activities. Pupils must ensure that they undertake the activities properly and concentrate on the quality of their movements rather than the quantity or speed. Within their groups, pupils take turns to sit and observe their peers. They then comment on good techniques and ways to improve.

**Task** - Teacher sheet 3 provides you with descriptions of the two activities that the pupils will be carrying out.

**Plenary** - Pupils perform some cool-down activities. Some examples are provided on Teacher sheet 4. Then, in their groups, children peer assess by considering how they achieved their best results. Teacher then prompts a class discussion asking how pupils altered their techniques in order to improve their results. Teachers assess pupils' understanding of the task through this discussion.





## Lesson Seven: Physical Education (Teacher Sheet 1) cont'd

### Progressive Skills

**Extension Activity** - For Quick smart start: Start from lying down on front or back.

For Triple skill relay: Introduce another element to the jump. Perhaps a hop on the alternative leg at the end of the sequence

**Differentiation** - High achievers / more able pupils could demonstrate each of the activities to show good techniques. They could then help other pupils to enhance their performance.

Pupils with additional support needs / barriers to learning could be given a "buddy" to guide them in the correct technique.

### Lesson 7 - Curriculum for Excellence Links -

#### Health and Wellbeing:

1-21a, 2-21a, 1-22a, 2-22a,  
1-23a, 2-23a, 1-24a, 2-24a,  
1-25a, 2-25a, 2-26a, 1-27a,  
2-27a, 1-28a, 2-28a.



## Lesson Seven: Physical Education (Teacher Sheet 3)

### Progressive Skills

Here are the two explanations of the activities the pupils will be doing during the main task. They should spend a maximum of 15 minutes on each exercise. Pupils can observe one another and comment on good techniques and ways to improve.

#### Activity One The lightning Bolt

Pupils to accelerate with good posture from stationary positions.



**Directions** First of all, set a start and finish line with cones that are 10-20m apart.

Tell the pupils to start from a kneeling or standing position.

Athletes get ready when you say "On your marks", concentrate on "Get set" and on "Go!" they should accelerate away as fast as possible.

Pupils should walk back to the start (outside of the sprint area), and repeat the activity every minute or two.

**Pointers** Pupils should concentrate on good form by:

Leaning forward

Legs pushing until straight (hips, knees and ankles, in that order)

Arms power back

Footsteps speed up.

## Lesson Seven: Physical Education (Teacher Sheet 3) cont'd

### Progressive Skills

#### Activity Two Triple Skill Relay

Pupils to perform a hop, step and jump in sequence



**Directions** Pupils put down the markers, 1m apart, in a straight line – finishing at the landing area. Each pupil performs a hop, step and jump. They should start from a standing still position and land on each marker as they go.

Gradually move the markers further apart to increase the distance jumped.

**Pointers** Pupils should concentrate on good form by:

Landing with balance

Make sure the order is 'hop', 'step', 'jump'

Use a consistent rhythm: 1... 2... 3.

Free leg pushes forwards and up

Pupils stay tall with high hips.

**Clyde's Tartan Tip**

Ensure that pupils land two-footed on the landing mat.





## Lesson Eight: Art (Teacher Sheet 1)

### Athletic Movement in Art

Working in small, mixed ability groups, the pupils will create their own piece of artwork that represents movement in athletics. This lesson will take two 50-minute lessons to complete. However, depending on the resources available at your school, the abilities of your pupils, the complexity of their artwork and the medium they choose, this may need to be extended to three lessons.

**Age** Suitable for 7 to 11-year-olds.

**Objectives** Pupils to study how the body moves during sporting activities  
Pupils to create their own representation of sporting movement

**Resources** Display Pupil sheet 1 on whiteboard or hand out one copy of Pupil sheet 1 per group  
Range of materials and media for creative artwork  
One copy of Pupil sheet 2 per group  
ICT clips (links provided on this sheet).

### Period One

**Starter** - In this lesson, you will ask your pupils to observe how the body moves during different athletics events. Begin by asking pupils to look at Pupil sheet 1 (or this can be displayed on the board). Split the class into small groups. Ask the class to discuss within their groups what the images have in common. Then open up the discussion to the whole class. Now, explain that motion and movement can be depicted in art in many different ways such as clay modelling, charcoal drawing, painting, and action sequence photography and so on.



**Main body** - The first lesson will be used to study how athletes' bodies move. Assign each of the small, mixed-ability groups one of the following athletic events:

• Sprinting • Javelin • Relay • Long Jump • Hammer Throw • High Jump • Discus • Hurdles

You may want to demonstrate the various techniques for depicting motion and give the children time to experiment and practise their techniques. Also, give the pupils a chance to recreate the movements of their event. Ask them to pay attention to the positions of their arms, legs and torso during their movements.

## Lesson Eight: Art (Teacher Sheet 1) cont'd

### Athletic Movement in Art

#### Period One

**Task** - In their groups, the pupils will try to see how athletes' bodies move when competing. They will use their observations to create their artworks. To help the pupils, it is suggested each group watches a short clip of athletes performing.

Scottish champion Mark Dry throw hammer

<http://www.youtube.com/watch?v=Adjc1keNcDo>

Olympian and Scottish record holder Eilish McColgan competes in the steeplechase.

<http://www.youtube.com/watch?v=csCuwRvglf8>

World and European medallist Lee McConnell European 2010 Championship Final

[http://www.youtube.com/watch?v=HgD6n6Z\\_d1s](http://www.youtube.com/watch?v=HgD6n6Z_d1s)

800m runner Lynsey Sharp comes from behind to win a silver medal at European Championships 2012

<http://www.youtube.com/watch?v=l3NH63EQzpg>

GB's Mo Farah takes his second gold of the London 2012 Olympics with a sprint finish in the 5,000m.

<http://www.youtube.com/watch?v=KEyt3lJt50E>

Scottish athlete Eilidh Child wins Silver In the 400m Hurdles Commonwealth Games Delhi 2010.

<http://www.youtube.com/watch?v=bQHAmArGnfQ>

UK Athlete Greg Rutherford wins Olympic Gold at London 2012

<http://www.youtube.com/watch?v=twGoVVPO08Q>



If access to ICT is not possible for this lesson, ask each group of pupils to pose as if they are competing in the event. They should look at each other and note their different body positions. They should sketch these positions for reference or use a digital camera. If your pupils have completed Lesson five (Muscles and how they work), encourage them to think about which muscles are being used to create which movement.

Working as a group, the pupils now agree on what aspect of their event they will represent in their art. Will it be a single moment or the whole event?

They must also agree on which medium they will use or the teacher can assign each group a different medium or method. The group can now start planning their work of art using Pupil sheet 2.

**Pupils can also start making rough sketches of how their art will look.**

## Lesson Eight: Art (Teacher Sheet 1) cont'd

### Athletic Movement in Art

#### Period One cont'd

**Plenary** - Pupils peer assess by all groups sharing the event they are going to depict, which part of the event they are going to represent and what medium they will be using. Groups should display any preliminary sketches to demonstrate their understanding of the task. Teacher assesses pupils' understanding by asking them to explain their artwork and the reasoning behind their chosen technique.

#### Period Two

**Starter** - Using Pupil sheet 2, pupils refresh themselves with the athletics event they are going to represent and the medium they are going to use. Remind pupils that they will be focusing on depicting the movement involved in their chosen event. To help with this, ask the pupils to choose five words to describe their event. They then share them with the rest of the class.

**Main body** - Pupils work together to create a piece of art that shows an athlete during an event.

**Task** - Working together, pupils create their piece of art.

**Plenary** - Pupils present their piece of art to their peers, explaining what it depicts. Pupils peer assess by asking questions about why certain decisions were taken.

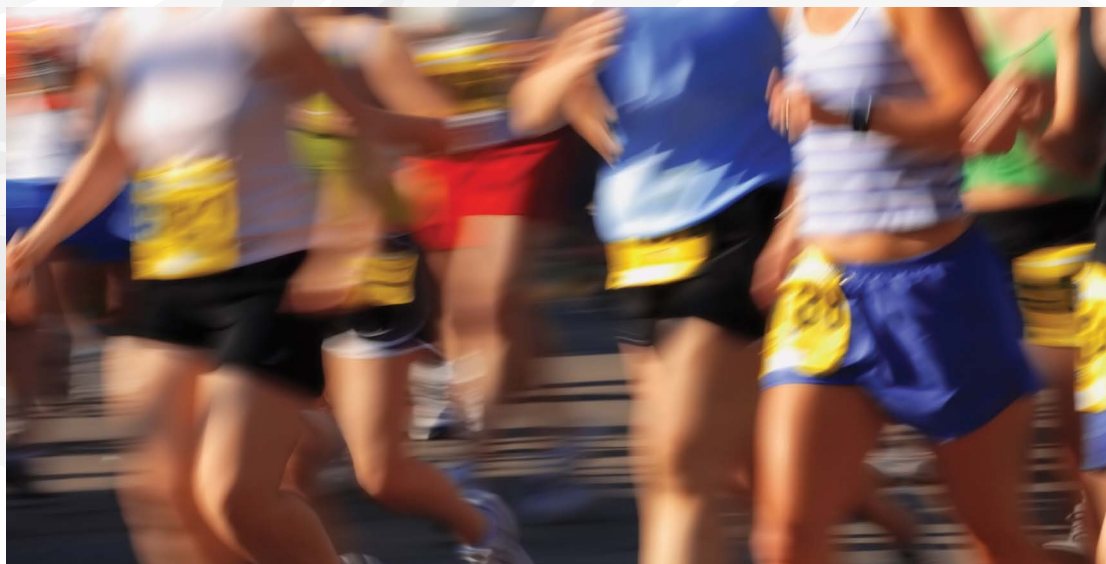
**Extension Activity** - Pupils to consider how art represents speed and movement in other sports, such as football and Formula 1. They then take those techniques and apply them to a new artwork.

**Differentiation** - High achievers / more able pupils can make more complex artworks, creating imagery with "special effects" or using techniques such as stop-motion animation. Pupils with support needs / barriers to learning can draw sketches of human forms using simplifying techniques. For example, to depict a knee joint, pupils with additional support needs / barriers to learning could draw two cylinders connected by a ball.

### Lesson 8 - Curriculum for Excellence Links -

#### Expressive Arts:

EXA 1-02a, 1-03a, 1-05a,  
1-06a, 1-07a, 2-02a, 2-03a,  
2-05a, 2-06a, 2-07a.





## Pupil Sheet One: Art

### Athletic Movement in Art

Here are some examples of athletes you may like to use when creating your piece of art.

**Mark Dry**



**Mo Farah**



**Lee McConnell**



**Greg Rutherford**



**Eildh Child**



**Elish McColgan**



**Lynsey Sharp**



## Pupil Sheet Two: Art

### Showing Movement in Athletics

Working as a group, fill in the answers to the questions below.

Which athletics event are you going to use for your art project?

.....  
.....

Will your art sum up the feeling of the whole event or will it show one point?

.....  
.....

What will you use to create your piece of art?

.....  
.....

What is it about the event that you will show with your art? Write down some descriptive words.

It may have some of the following words but include at least three other words that aren't on this list:

Speed, height, power, agility, teamwork, concentration, victory.

.....  
.....

How will you convey the idea of movement?

.....  
.....





## Lesson Nine: Drama (Teacher Sheet 1)

Acting out moments in an athlete's career In this lesson, your pupils will act out significant moments in an elite athlete's life.

**Age** Suitable for 7 to 11-year-olds.

**Objectives** Pupils to understand that to become successful at athletics (or any other area of life), preparation is key

Pupils to understand that all athletes have to overcome obstacles and setbacks to achieve success.

**Starter** - Explain pupils will be using drama to explore some of the emotions athletes experience.

**Main body** - As a class, pupils use Forum theatre to explore possible outcomes to given scenarios.

**Task** - The class should be split into two groups, the audience and the performers.

The class forms a circle with a performance space in the middle. Three pupils read out the numbered paragraphs on Teacher sheet 2.

The teacher reads out the first of two scenarios on Teacher sheet 2 after which the pupils act out the short scene. The scene should be left uninterrupted until the final conclusion.

The scene should now be started again but this time, once the scene has reached its dramatic turning point, any audience member can step in and replace a performer. They do this by tapping the performer on the shoulder and replacing him or her. The new performer can change the outcome of the story if they wish.

When the scene has reached its conclusion, the teacher opens it up for discussion.

**Pupils should think about the following:**

- How characters' decisions influenced the direction of the improvisation at certain points throughout the scene
- How characters' decisions affected the overall outcome of the scene.

Performers are replaced at least twice, allowing pupils to view or participate in a number of versions of the same story or scene.

This exercise is then repeated for the second scenario.

It can build on the work of the first scenario or not, as the teacher chooses.

As a class, pupils watch each other's performances.

They then ask one of the characters a question.

The person playing that character has to answer from the point of view of the character.





## Lesson Nine: Drama (Teacher Sheet 1) cont'd

**Plenary** - Teacher assesses pupils' understanding of the task by asking children to discuss what they think are the qualities that make a successful athlete. If necessary, prompt them to think about the role of preparation in success.

**Extension Activity** - Ask the pupils to prepare a monologue spoken by the athlete, describing the best and worst moments of their sporting career. As a class, pupils can ask two clarifying questions of each monologue.

**Differentiation** - High achievers / more able pupils can be encouraged to devise their own third scenario, based around their family and friends. Pupils with additional support needs / barriers to learning can be asked questions to help them access the task, such as "What does your character do? Does it make them happy?"; and "Is your character good at what they do? How does that make them feel?"

### Lesson 9 - Curriculum for Excellence Links -

**Expressive Arts:**

EXA 1-12a, 1-13a, 1-14a,  
1-15a, 2-12a, 2-13a, 2-14a,  
2-15a.



## Lesson Nine: Drama (Teacher Sheet 2)

Three pupils should each read one of the three paragraphs below.

They are all based on the words of elite British athlete Jessica Ennis.

"I'm an athlete – it's what I do. The event I compete in is called the heptathlon. The heptathlon is not a race but seven different events split over two days. Hurdles, sprints, javelin, high jump and more – I have to be good at all of them. I like the adrenaline rush I get during competitions, that's something I feed off. I'm just going to go out there and do my best."

"Training is full-on. Some days I really don't want to get out of bed and hit that track again. Sunday and Monday morning sessions are always horrible. But who really looks forward to going to work or school on a Monday morning? I'll wake up and my body will be screaming at me. But I'll drag myself out because it's my job."

"When I first started the heptathlon, I hated it. I didn't want to do it, I didn't think I'd be any good at it. I guess that's the point about trying things you're not good at... The javelin, shot put and long jump are my weaker events — they don't come as naturally to me as running and jumping. I'm still trying to master those events. It is hard and very frustrating."

Now read out the following scenarios, asking the pupils to act out a short scene based on each scenario.

Each scene should be left uninterrupted until the final conclusion. It can help if each of the performers holds a prop to signify which role they are playing; for example, a towel for the athlete, a clipboard for the coach and book for the best friend.

The scene is now re-started. Once the scene reaches a dramatic turning point, any audience member can step in and replace a performer. They do this by tapping the performer and replacing him or her. The new performer can change the outcome of the story if they wish.

**Scenario 1** - It's Monday morning, a month before a big athletics competition. The athlete is worried that training is not going well. The athlete can't improve in their weak events and is getting frustrated. The personal coach and a fellow athlete are trying to get the athlete to continue training, but the athlete is very down and can't get motivated. The athlete says, "I can't do it. It's not working. I should pull out of the Championships..."

**Scenario 2** - It is the second day of the competition and the last event is about to take place – the lung-busting 800m. The athlete is in first place. With 300m to go the athlete's main rival overtakes them, although very tired, the athlete has a decision to make. The athlete says "do I settle for silver here, or work harder than ever before and try to win the race..."

**Notes on Forum Theatre** - Forum theatre is an interactive forum of theatre and a useful way to explore potential outcomes of a situation. The audience are allowed to participate in the action as much as they want.

For more information on Forum theatre, see Augusto Boal's "The Rainbow of Desire".





## Lesson Nine: Drama (Teacher Sheet 3)

Below are some questions you could ask your pupils to help them explore the scene and the emotions the characters might feel.

- At this point, what are your character's hopes?
- At this point, what are your character's fears?
- What does your character want to achieve?
- What choices does your character have at this point?
- What is your character feeling at the moment?
- What is your character thinking at the moment?
- What does your character need to do to achieve his/her goals?





## Lesson Ten: Music (Teacher Sheet 1)

### Composing a victory anthem

Pupils will listen to the music played to athletes who win at events such as the Commonwealth Games. They will discuss the music and then compose a new victory tune based on their discussions and the instruments available to them.

**Age** Suitable for 7 to 11-year-olds.

**Objectives** To compose a piece of music, without lyrics, that could be used to represent their country at victory ceremonies.

**Resources** ICT clips (see below)  
Musical instruments.

**Starter** - Explain to the pupils that at major sporting events such as the Commonwealth Games, music is played during medal ceremonies to celebrate the gold medallist's victory. That music is often the national anthem but not always. It is played without words or singing. Explain that the pupils will listen to the music played when an athlete wins a gold medal at the Commonwealth Games. Play one of the following pieces.

Scottish athlete Yvonne Murray wins gold in the 10,000m at the 1994 Commonwealth Games, Victoria Canada - 'Scotland the Brave'

<http://www.youtube.com/watch?v=fiRIN-zYKPo>

Swimmer Robbie Renwick wins gold at the Delhi 2010 Commonwealth Games - 'Flower of Scotland'

<http://www.youtube.com/watch?v=Ek72JWLDnIc>

Scots 'Wha Hae' served for centuries as an unofficial national anthem of Scotland (written by Robert Burns, 1793)

<http://www.youtube.com/watch?v=xXMrC54QiNA>

Ask the pupils what they think about the music.

- Is it a sad, sweet or uplifting tune?
- What is the tempo – is it fast or slow?
- How does it make them feel?
- Does the tune's pitch change at any points?
- Does it feel right for people today?
- Does the piece have sections or rhythms that repeat and what does that mean for the listener?
- Does the music climax towards the end?



## Lesson Ten: Music (Teacher Sheet 1) cont'd

**Main Body** - The pupils will now split into small mixed-ability groups and create their own victory music. Encourage the pupils to think about:

- Rhythm and use of tone
- How loud or soft the music or instruments are at a various times
- Pupils could include the human voice as an instrument but without using words
- How different instruments enter or leave the piece, and how it begins and ends

**Note:** Pupils could bring in their own instruments if you think it is appropriate.

The teacher opens a discussion about how to record musical pieces on paper. Teacher asks each group to devise a simple notation system using symbols to record their musical piece. Teacher can model this if necessary.

**Task** - Pupils to produce a piece of music which, without using lyrics, could be used as a victory celebration. The piece should be no longer than 1-1.5 minutes. Pupils should organise their work in such a way that they can play the same piece twice, with it sounding more or less the same each time.

**Plenary** - Pupils present and play their compositions to each other. After each composition has been played, the class can peer assess each group's music – what worked best and what didn't work quite as well. Afterwards, the class can vote on which piece best represented a victory anthem.

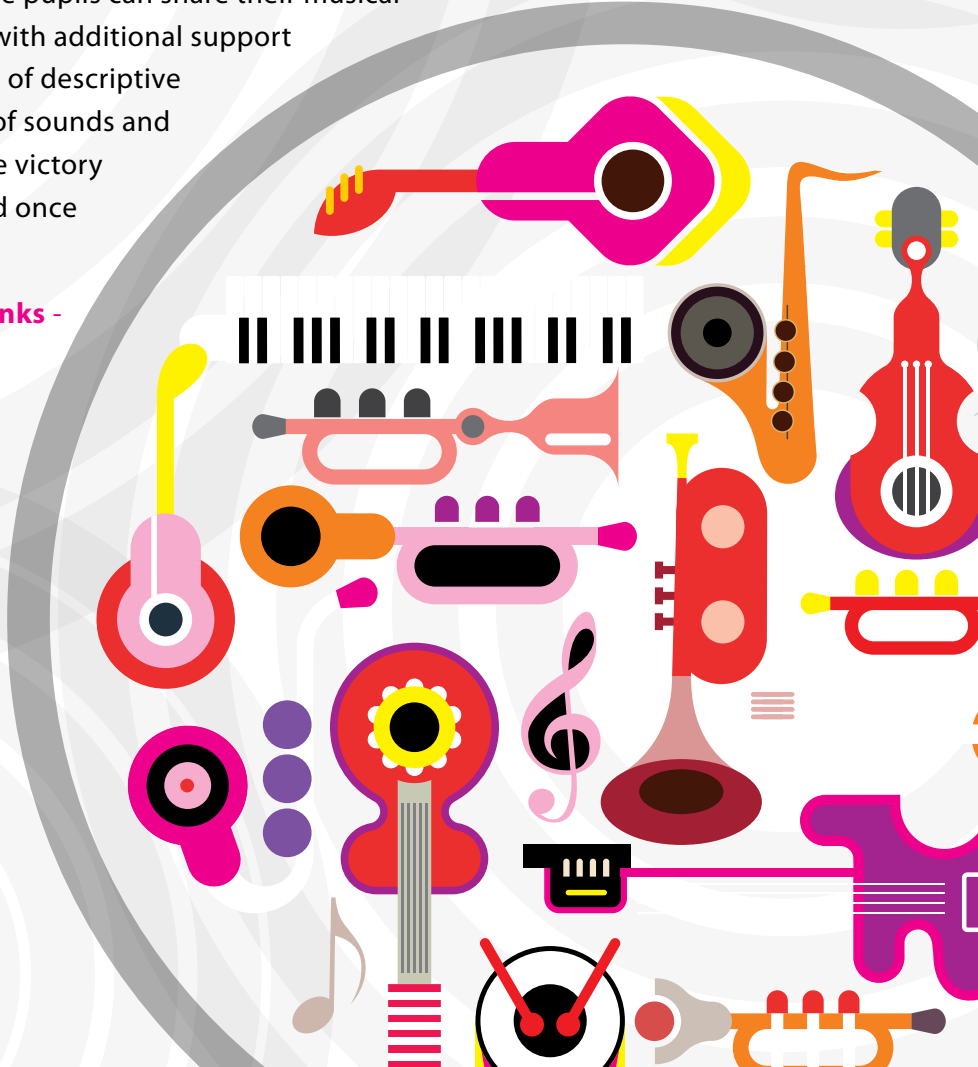
**Extension Activity** - Pupils can present their compositions at assembly or upload them to the school website.

**Differentiation** - High achievers / more able pupils can share their musical expertise to help less able groups. Pupils with additional support needs / barriers to learning can write a list of descriptive words to help guide them in their choice of sounds and tempo. They may find this task easier if the victory anthem played during the starter is played once more.

### Lesson 10 - Curriculum for Excellence Links -

**Expressive Arts:**

EXA 1-16a, 2-16a, 1-17a,  
2-17a, 1-18a, 2-18a, 1-19a,  
2-19a.



## Lesson Eleven: History (Teacher Sheet 1)

Pupils will research events from previous Commonwealth Games history.

They will then present a 2.5 minute TV news report of that famous event, explaining what happened, why it happened and why it is important to us today.

This lesson can be taught over one or two sessions. If taught over one session, groups of pupils will use the information provided on Pupil sheets 2 and 3 to prepare their reports, and will present their TV news report to another group of pupils. If the lesson is taught over two sessions, pupils will carry out additional research on their own using the internet or school library, and each group's news report should be presented to the whole class.

**Age** Suitable for 7 to 11-year-olds.

**Objectives** To communicate information about a sporting event in history  
To identify differences between ways of life at different times.

**Resources** ICT clips (see below)  
Copies of Pupil sheet 1, and Pupil sheets 2 or 3 (depending on the event studied).

**Starter** - Explain to the pupils that they will be presenting a short news report as if on TV.

The news report will be about an important event that happened in Commonwealth Games history. The pupils will be working in small, mixed-ability groups of four or five pupils.

Explain to the pupils what a news report is. It may help to play one of the news reports below:

Eildh Child's Silver Medal at the 2010 Commonwealth Games

<http://www.youtube.com/watch?v=bQHAmArGnfQ>

The Queen's Baton Relay - International route announcement

<http://www.youtube.com/watch?v=7zEAQs6bBag&list=UUPb-n1WVQ8iDAWnNzX2enHA>

Introducing Clyde the Mascot, Glasgow 2014 XX Commonwealth Games

[http://www.youtube.com/watch?v=Pdezjj42u\\_w&list=UUPb-n1WVQ8iDAWnNzX2enHA](http://www.youtube.com/watch?v=Pdezjj42u_w&list=UUPb-n1WVQ8iDAWnNzX2enHA)

**Main Body** - Read either Teacher sheet 2 or 3 to your pupils.

Teacher Sheet 2 - History of the Commonwealth Games

Teacher sheet 3 - Scotland Hosting the Commonwealth Games





## Lesson Eleven: History (Teacher Sheet 1) cont'd

Pupils should complete Pupil sheet 1 – this will help them to prepare their 2.5 minute news report on that event. If this lesson is to be completed over one session, pupils should be given Pupil sheet 2 or 3 as appropriate. For lessons taking two sessions, pupils should not be given Pupil sheets 2 or 3 but do their own research into the event.

**Task** - Each group will prepare a news report about the event. Pupils can play one or more roles, such as a news reporter in the studio, news reporter at the track, athletes, track officials, coach, relatives and so on.

The news report should last about 2.5 minutes and it should explain:

- What happened?
- Why it happened?
- Whether it changed people's attitudes.

**Plenary** - Depending on the time dedicated to this lesson, pupils will present their news reports to another group or to the whole class (if the lesson is to be completed over two sessions). Peer assessment will take place in these groups or as a whole class. Pupils' understanding of each other's reports can be assessed by asking them to explain what happened at the event. Teachers can assess pupils' understanding of the task through monitoring these discussions.

**Extension Activity** - Pupils can research their event further and write a newspaper report on the event.

**Differentiation** - High achievers / more able pupils can invent some additional eye-witnesses and include them in the news report. Pupils with additional support needs / barriers to learning can write a short timeline of the event to help them structure their report.

### Lesson 11 - Curriculum for Excellence Links -

**Social Studies:**

People, past events and society

SOC 1-01a, 2-01a, 1-04a, 2-04a, 1-06a, 2-06a.



# Are You Ready?!



## Lesson Eleven: History (Teacher Sheet 2)

### History of the Commonwealth Games

The Commonwealth Games is the only occasion where Scotland gets to compete in a multi-sport event as a nation in its own right. As is consistently demonstrated by research surveys, participation in the Commonwealth Games is highly valued by the people of Scotland. Scotland has a strong track record in Commonwealth sport and is highly committed to its future development.

Scotland is one of only six countries to have competed in every Commonwealth Games since their inception in Hamilton in 1930. Scotland was represented by 15 athletes participating in six sports and we won medals at that and every Games since.

Since 1930, the Games have been held every four years (except for 1942 and 1946 due to World War II) and the event has seen many changes, not least in its name. From 1930 to 1950 the Games were known as the British Empire Games, from 1954 until 1966 the British Empire and Commonwealth Games and from 1970 to 1974 they took on the title of British Commonwealth Games. It was the 1978 Games in Edmonton that saw this unique, world class, multi-sport event change its name to the Commonwealth Games. The event has always had a special place in the hearts of the Scottish nation, witnessed so clearly at the Edinburgh Games in 1970 where the welcome given by the Scottish people first gave rise to the description of 'the Friendly Games'.

Up until 1998, only individual sports were included on the programme. However the 1998 Games in Kuala Lumpur saw the introduction of team sports, with nations taking part in Cricket (50 over game), Hockey (men and women), Netball (women) and Rugby 7s (men). Hockey, Netball and Rugby 7s are now core sports on the programme.

The 2002 Games in Manchester saw for the first time at any multi-sport event in the world, a limited number of full medal events for elite athletes with a disability (EAD) in a fully inclusive sports programme.

This has continued ever since.

Melbourne 2006 saw basketball make its Games debut, whilst Tennis and women's Wrestling were introduced in Delhi 2010.

Edinburgh became the first city to hold the Games twice in 1970 and 1986 and also became the first city to host the Commonwealth Youth Games. In 2000, CGS established the 'Millennium' Commonwealth Youth Games with the backing of the CGF and it is now held every four years. Scotland will host the Games for a third time when Glasgow welcomes athletes and officials to the XXth Commonwealth Games which will be held from 23rd July - 3rd August 2014.



## Lesson Eleven: History (Teacher Sheet 2) cont'd

### History of the Commonwealth Games (selected games)

#### Hamilton, Canada - 1930

The city of Hamilton proved a gracious first host of the Commonwealth Games. Then called the British Empire Games, the sociological, cultural and political make-up of the Commonwealth movement has altered substantially since 1930.

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The Hamilton Games ran at a cost of \$97,973.00 and featured six sports:

- Aquatics (swimming & diving), Athletics, Boxing, Lawn Bowls, Rowing, Wrestling

August 16th 1930 had been declared a civic holiday in Hamilton, and on that day a crowd of over 20,000 assembled to cheer the competitors as they marched past the Governor-General's box, with each team dressed in distinctive national blazers.

The famous Canadian sprinter, Percy Williams, read the oath of allegiance on behalf of the competitors, surrounded by the flag bearers of the eleven countries. The spectators then enthusiastically joined in the singing of 'God Save the King', fireworks were set off, doves were released as a symbol of the peaceful nature of the proceedings, and the Games had been changed from an idea to a reality. Two weeks of enjoyable sporting endeavour followed.

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## Lesson Eleven: History (Teacher Sheet 2) cont'd

### History of the Commonwealth Games (selected games)

#### London, England - 1934

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- Aquatics (swimming & diving), Athletics, Boxing, Cycling, Lawn Bowls, Wrestling

A highlight of the 1934 Games was the inclusion of events for women in athletics, with careful consideration given not to include events that were considered 'too exhaustive'. The running events were restricted to the short sprints and a shortened 4 x 220 yard relay instead of the 4 x 440 yard relay as per the men's programme. Nevertheless this was a breakthrough for women in sport that would one day lead to full recognition and programming for women's athletics on the international stage.

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### History of the Commonwealth Games (selected games)

#### Manchester, England – 2002

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The sports were contested by 3,679 athletes in a programme that included:

- Aquatics (diving, swimming & synchronised swimming), Athletics, Badminton, Boxing, Cycling, Gymnastics, Hockey, Judo, Lawn Bowls, Netball, Rugby 7s, Shooting, Squash, Table Tennis, Triathlon, Weightlifting, Wrestling

For the first time in the Games history, indeed at any multi-sport event in the world, a limited number of full medal events for elite athletes with a disability (EAD) were included in a fully inclusive sports programme. The sports which included EAD events were Athletics, Lawn Bowls, Swimming, Table Tennis and Weightlifting. Sponsored by Bank of Scotland for a second successive Games, Scotland's team of 202 athletes gave one of its best ever performances, winning 30 medals including six gold. Highlights included cyclist Chris Hoy winning gold in the 1km Time Trial on the track; Alison Sheppard winning gold in the pool in the 50m Freestyle; Graeme Randall winning gold in Judo 81kg; Lawn Bowlers Alex Marshall and George Sneddon winning gold in the Men's Pairs; David Heddle, John Robertson and Ivan Prior winning gold in the Lawn Bowls Triples Physically Disabled; and Scotland's first ever Artistic Gymnastics medal with gold on the rings from Steve Frew.



## Lesson Eleven: History (Teacher Sheet 3)

### Scotland hosting the Commonwealth Games

#### Edinburgh – 1970

The IX Games from the 16th to the 25th of July, 1970 in Edinburgh will be remembered for a number of firsts. It was the first time that metric distances and electronic photo-finish technology were employed at the Games and also the first time that HM Queen Elizabeth II attended in her capacity as Head of the Commonwealth. Forty-two nations sent a total of nearly 1,744 athletes and officials to the first Edinburgh Games. New medal winning nations included Tanzania, Malawi and St Vincent.

#### The nine sports were featured in the Games:

- Aquatics (swimming and diving), Athletics, Badminton, Boxing, Cycling, Fencing, Lawn Bowls, Weightlifting, Wrestling

Scotland won 25 medals including six gold, four of which were in athletics a feat which has not been matched since. Highlights included the Stewart brothers on the track with Ian taking gold and Peter coming 4th in the 5000 metres whilst Lachie Stewart (no relation) took gold in the 10000 metres. Rosemary Wright won gold in the 800 metres and Rosemary Payne also took gold in the Discus. In Boxing Tommy Imrie won gold in the 71kg weight category and Sandy Leckie took gold in the Fencing Individual Sabre event.





## Lesson Eleven: History (Teacher Sheet 2) cont'd

### Scotland hosting the Commonwealth Games

#### Edinburgh - 1986

After nearly two decades successfully averting political stay-aways and protests because of apartheid and sanction-busting sports tours to South Africa, the XIII Games, the second to be staged at Edinburgh, was to become known as "the Boycott Games". Sadly, despite there being so many fond memories of the Scottish hospitality offered in 1970, 32 Commonwealth nations decided that they could not attend, because of their opposition to apartheid in sport.

Twenty-six nations did attend the second Edinburgh Games and sent a total of 1,662 athletes and 461 officials.

#### Ten sports were featured at the second Edinburgh Games:

- Aquatics (diving, synchronised swimming & swimming), Athletics, Badminton, Boxing, Cycling, Lawn Bowls, Rowing, Shooting, Weightlifting, Wrestling

Scotland won its highest ever medal tally of 33 including three gold. Highlights included Liz McColgan winning gold in the 10,000 metres; in Badminton Dan Travers and Billy Gilliland winning gold in the Men's Doubles; and in Lawn Bowls George Adrain and Grant Knox winning gold in the Men's Pairs.



## Pupil Sheet One: History

### Preparing to make a TV news report

You are going to present a short news report as if it was on TV. You will work in small groups to prepare a 2.5 minute TV news report on a previous Commonwealth Games.

One pupil will pretend to be a news reporter. The news reporter will question various people present at the event, played by the other pupils. Through their answers, your news report will explain to the viewers what is happening. The other roles pupils can play include another reporter at the track, athletes, track officials, coach or relatives.

Your teacher will either give you a sheet of background information or tell you to use the internet to prepare your report.

To help you prepare your report, fill in answers to the questions below:

What Commonwealth Games did this event happen? (year, country, city)

.....  
.....

What happened?

.....  
.....

What were the names of the people or countries involved?

.....  
.....

Why did it happen?

.....  
.....

Why was it important to sport?

.....  
.....

### Preparing to make a TV news report

Consider each of the following to help you produce the best news report possible:

- Rather than a reporter explaining what happened, it can be more effective to asks questions.
- This allows eyewitnesses to explain what happened in their own words.
- The report should have a clear introduction that sets the scene quickly using few words.
- Use information that is useful and interesting that helps viewers enjoy and understand the report.
- The report should have a definite ending that provides a clear conclusion.

## Pupil Sheet Two: History

### History of the Commonwealth Games

The Commonwealth Games is the only occasion where Scotland gets to compete in a multi-sport event as a nation in its own right. As is consistently demonstrated by research surveys, participation in the Commonwealth Games is highly valued by the people of Scotland. Scotland has a strong track record in Commonwealth sport and is highly committed to its future development.

Scotland is one of only six countries to have competed in every Commonwealth Games since their inception in Hamilton in 1930. Scotland was represented by 15 athletes participating in six sports and we won medals at that and every Games since.

Since 1930, the Games have been held every four years (except for 1942 and 1946 due to World War II) and the event has seen many changes, not least in its name. From 1930 to 1950 the Games were known as the British Empire Games, from 1954 until 1966 the British Empire and Commonwealth Games and from 1970 to 1974 they took on the title of British Commonwealth Games. It was the 1978 Games in Edmonton that saw this unique, world class, multi-sport event change its name to the Commonwealth Games. The event has always had a special place in the hearts of the Scottish nation, witnessed so clearly at the Edinburgh Games in 1970 where the welcome given by the Scottish people first gave rise to the description of 'the Friendly Games'.

Up until 1998, only individual sports were included on the programme. However the 1998 Games in Kuala Lumpur saw the introduction of team sports, with nations taking part in Cricket (50 over game), Hockey (men and women), Netball (women) and Rugby 7s (men). Hockey, Netball and Rugby 7s are now core sports on the programme.

The 2002 Games in Manchester saw for the first time at any multi-sport event in the world, a limited number of full medal events for elite athletes with a disability (EAD) in a fully inclusive sports programme.

This has continued ever since.

Melbourne 2006 saw basketball make its Games debut, whilst Tennis and women's Wrestling were introduced in Delhi 2010.

Edinburgh became the first city to hold the Games twice in 1970 and 1986 and also became the first city to host the Commonwealth Youth Games. In 2000, CGS established the 'Millennium' Commonwealth Youth Games with the backing of the CGF and it is now held every four years. Scotland will host the Games for a third time when Glasgow welcomes athletes and officials to the XXth Commonwealth Games which will be held from 23rd July - 3rd August 2014.





## Pupil Sheet Three: History cont'd

### History of the Commonwealth Games (selected games)

#### Hamilton, Canada - 1930

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The inaugural Games was utilitarian and very down to earth, proving that more doesn't necessarily mean better. The athletes' village was the Prince of Wales School next to the Civic Stadium, where the competitors slept two dozen to a classroom, whilst the women were housed in a separate hotel. Eleven countries sent a total of 400 athletes to the Hamilton Games. Women competed only in the swimming events. The participant nations were Australia, Bermuda, British Guyana, Canada, England, Northern Ireland, Newfoundland, New Zealand, Scotland, South Africa and Wales.

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## Lesson Twelve: Geography (Teacher Sheet 1)

Pupils will research countries involved with the Commonwealth Games and the Queens baton Relay. The pupils will also complete a crossword challenge, and report back findings.

This lesson can be taught over one or two sessions. Teachers can take the opportunity to use one lesson for the pupils to research the clues, and another lesson to complete the crossword and discuss the findings in more detail.

**Age** Suitable for 7 to 11-year-olds.

**Objectives** To communicate information about countries involved with the Commonwealth Games  
To identify the geographical spread of the countries represented in the Queens baton relay

**Starter** - Explain to the pupils that they will be researching the countries involved with the Commonwealth Games, they will complete their research & crossword, then report back their findings. The pupils will be working in small, mixed-ability groups of four or five pupils.

To help pupils understand the concept of the Commonwealth show the video below on the projector.

The Queen's Baton Relay - International route announcement

<http://www.youtube.com/watch?v=7zEAQs6bBag&list=UUPb-n1WVQ8iDAWnNzX2enHA>

**Main body** - Pupils are required to research the capital cities of countries represented within the Commonwealth Games. If access to ICT is not possible for this lesson, pupils should have access to maps / globes.

**Plenary** - Using Pupil sheet 1, pupils learn the countries involved with the Glasgow 2014 Commonwealth Games, completing a crossword related to the countries capital cities and share findings with the rest of the class.

**Extension Activity** - Pupils can investigate countries that have not been included within the crossword, yet are still part of the Commonwealth Games.

**Differentiation** - Gifted and talented pupils can investigate countries represented within the Commonwealth Games in greater depth, researching areas such as population, currency, language, time zone.

### Lesson 12 - Curriculum for Excellence Links -

Social Studies:

SOC 0-09a, 2-10-a, 2-14-a

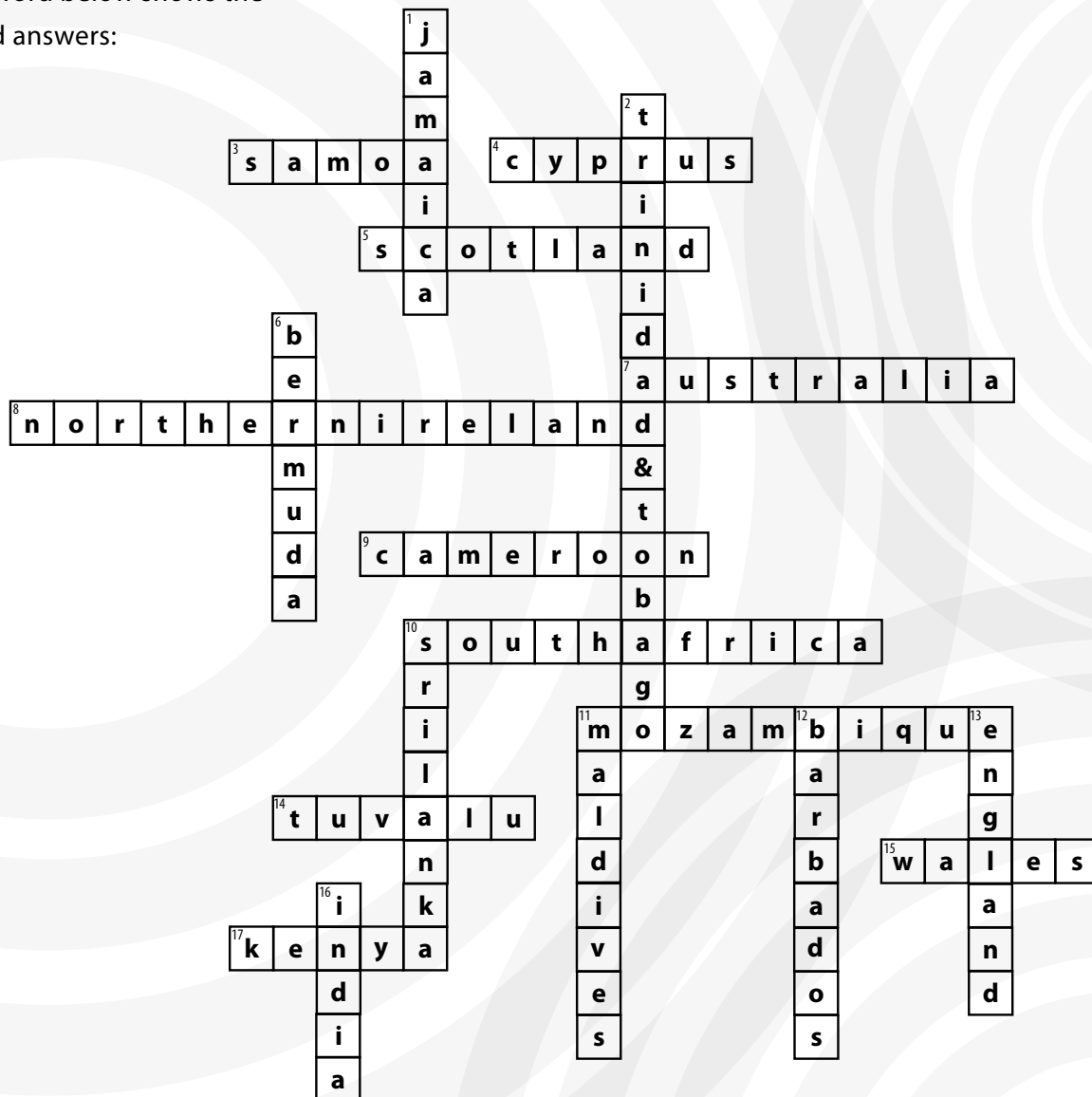




## Lesson Twelve: Geography (Teacher Sheet 2)

Pupils should complete the crossword on **pupil sheet one** and then complete the questions on **pupil sheet two**.

The Crossword below shows the completed answers:



### Across

3. The capital of this country is called Apia
4. The capital of this country is called Nicosia
5. The capital of this country is called Edinburgh
7. The capital of this country is called Canberra
8. The capital of this country is called Belfast
9. The capital of this country is called Yaounde
10. The capital of this country is called Pretoria/Cape Town
11. The capital of this country is called Maputo

14. The capital of this country is called Funafuti
15. The capital of this country is called Cardiff
17. The capital of this country is called Nairobi

### Down

1. The capital of this country is called Kingston
2. The capital of this country is called Port of Spain
6. The capital of this country is called Hamilton
10. The capital of this country is called Colombo
11. The capital of this country is called Male
12. The capital of this country is called Bridgetown
13. The capital of this country is called London
16. The capital of this country is called New Delhi

## Lesson Twelve: Geography (Teacher Sheet 3)

Having completed the crossword, pupils are then required to investigate the countries of the Commonwealth in greater depth by investigating and reporting back on the questions below.

Teachers should allocate 5 different countries to groups of 3 or 4 pupils (this will be dependent on time and the size of the class).

- What is the country's population?
- What languages do they speak?
- What currency do they use in this country?
- One interesting fact for this country in the Commonwealth Games

To aid the research process pupils can use the following website for research purposes.

[http://www.thecgf.com/countries/country\\_index.asp](http://www.thecgf.com/countries/country_index.asp)

**Pupils should then report their findings back to the rest of the class.**

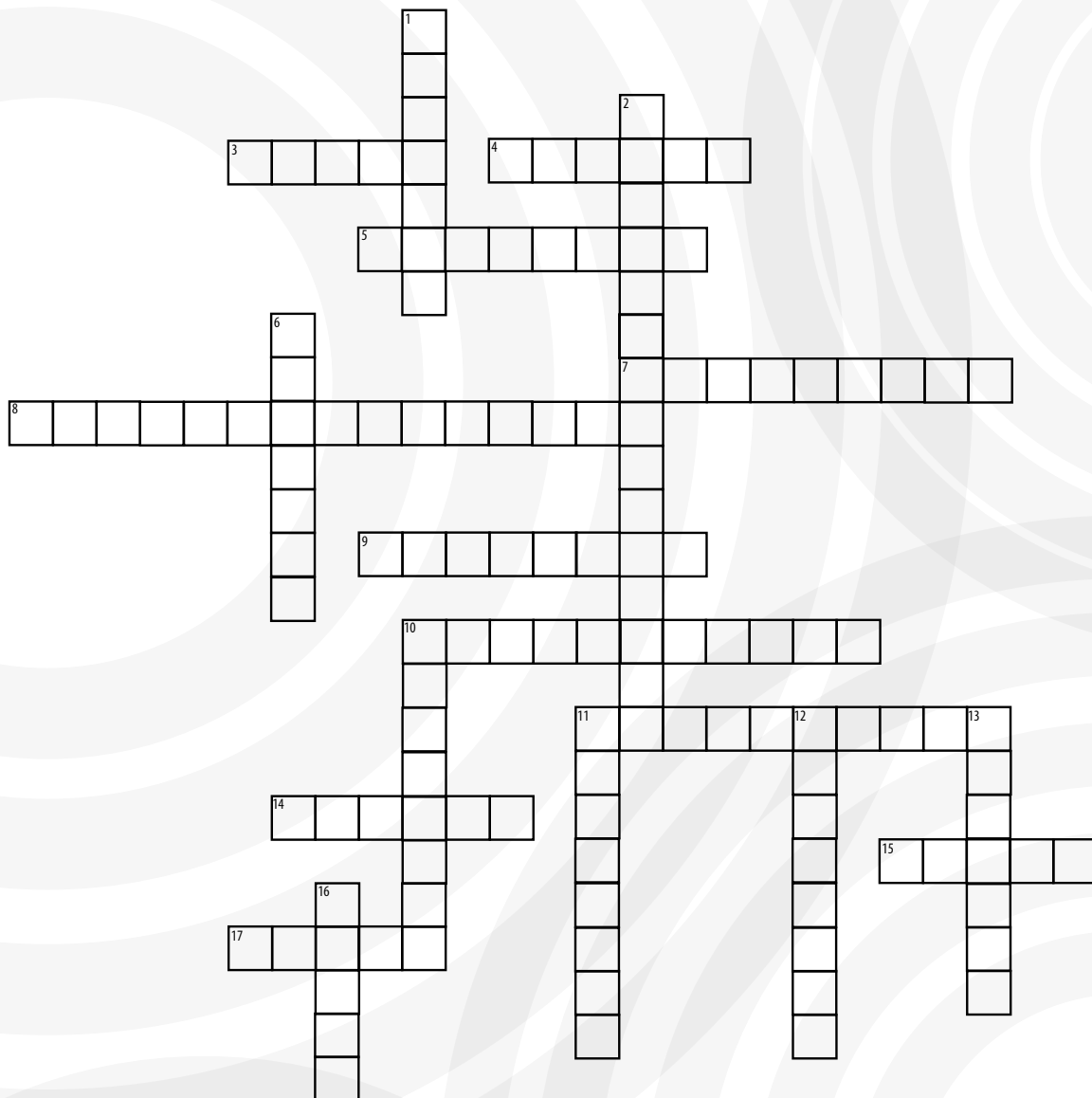


## Pupil Sheet One: Geography

### Countries of the Commonwealth

You are required to complete the crossword below to identify some of the countries that will take part in the Glasgow 2014 Commonwealth Games. To aid your research you are permitted to use the following website for research purposes. [http://www.thecgf.com/countries/country\\_index.asp](http://www.thecgf.com/countries/country_index.asp)

You are given a clue for each of the countries in the crossword.



#### Across

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## Pupil Sheet Two: Geography

### Countries of the Commonwealth

You will be allocated different countries associated with the Commonwealth Games.

You are required to research these countries and feedback your findings to the rest of the class.

To aid the research process pupils can use the following website for research purposes.

[http://www.thecgf.com/countries/country\\_index.asp](http://www.thecgf.com/countries/country_index.asp)

What is the countries population?

.....  
.....

What language (s) do they speak?

.....  
.....

What currency do they use in this country?

.....  
.....

One interesting fact for this country in the Commonwealth Games

.....  
.....



## Additional Activities: Research (Teacher Sheet 1)

### The Venues

The Glasgow 2014 Commonwealth Games will offer three compact site clusters for its competition venues within the City of Glasgow. The clusters are located in the East End, the West End and the South Side. The Commonwealth Games Athletes' Village is being built in the East End. The Games will also be using three competition venues at satellite locations outside of the City of Glasgow: the Barry Buddon Shooting Centre near Carnoustie; the Royal Commonwealth Pool in Edinburgh; and Strathclyde Country Park.

**Task** - Teachers can use pupil sheet 1 and ask the pupils to identify / research the venues that will be used during the Glasgow 2014 Commonwealth Games.

<b>Opening Ceremony</b>	Celtic Park
<b>Closing Ceremony</b>	Hampden Park
<b>Aquatics (Swimming)</b>	Tollcross Park Leisure Centre
<b>Aquatics ( Diving)</b>	Royal Commonwealth Pool, Edinburgh
<b>Athletics</b>	Hampden Park
<b>Badminton</b>	Emirates Arena
<b>Boxing</b>	SECC
<b>Cycling (Track)</b>	Sir Chris Hoy Velodrome
<b>Cycling (Mountain Bike Cross Country)</b>	Cathkin Braes Country Park
<b>Cycling (Road)</b>	Glasgow City Road & Time Trial Course
<b>Gymnastics (Artistic &amp; Rhythmic)</b>	The Hydro
<b>Hockey</b>	Glasgow Green Hockey Centre
<b>Judo</b>	SECC Hall 3
<b>Lawn Bowls</b>	Kelvingrove Bowls Centre
<b>Netball</b>	SECC Hall 4 & The Hydro
<b>Rugby 7s</b>	Ibrox Stadium
<b>Shooting</b>	Barry Buddon Shooting Centre, Carnoustie
<b>Squash</b>	Scotstoun Leisure Centre
<b>Table Tennis</b>	Scotstoun Leisure Centre
<b>Triathlon</b>	Strathclyde Country Park
<b>Weightlifting</b>	Clyde Auditorium SECC
<b>Wrestling</b>	SECC Hall 3

## Additional Activities: Research (Teacher Sheet 1)

### The Venues



Barry Buddon Shooting Centre



Cathkin Braes Country Park



Celtic Park



Clyde Auditorium



Emirates Arena



George Square Cycling Venue



Glasgow Green Hockey Centre



Hampden Park



Ibrox Stadium



Kelvingrove Bowling Centre



Royal Commonwealth Pool

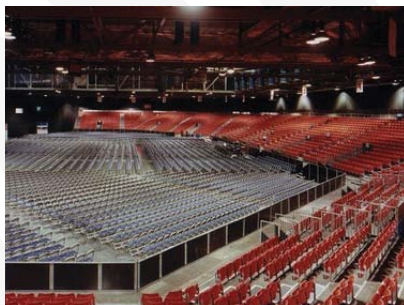


## Additional Activities: Research (Teacher Sheet 1)

### The Venues



Scotstoun Leisure Centre



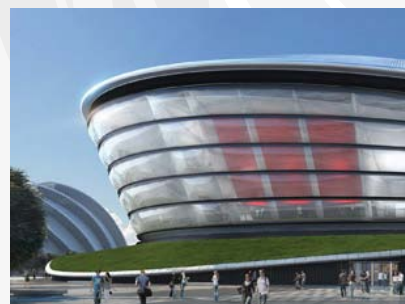
SECC



Sir Chris Hoy Velodrome



Strathclyde Park



The Hydro Gymnastics



Tollcross Park Leisure Centre



GLASGOW 2014  
XX COMMONWEALTH GAMES



## Pupil Sheet One: Research

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**Task** - Using the table below research the venues that these sports will be taking place during the 2014 Commonwealth Games and write in your findings

<b>Opening Ceremony</b>	
<b>Closing Ceremony</b>	
<b>Aquatics (Swimming)</b>	
<b>Aquatics ( Diving)</b>	
<b>Athletics</b>	
<b>Badminton</b>	
<b>Boxing</b>	
<b>Cycling (Track)</b>	
<b>Cycling (Mountain Bike Cross Country)</b>	
<b>Cycling (Road)</b>	
<b>Gymnastics (Artistic &amp; Rhythmic)</b>	
<b>Hockey</b>	
<b>Judo</b>	
<b>Lawn Bowls</b>	
<b>Netball</b>	
<b>Rugby 7s</b>	
<b>Shooting</b>	
<b>Squash</b>	
<b>Table Tennis</b>	
<b>Triathlon</b>	
<b>Weightlifting</b>	
<b>Wrestling</b>	

# NEXT STEPS...

# to get involved with athletics

For more information or to request a CD Rom pack, please contact:

**scottishathletics**

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Useful websites:

**scottishathletics:** [www.scottishathletics.org.uk](http://www.scottishathletics.org.uk)

British Athletics: [www.britishathletics.org.uk](http://www.britishathletics.org.uk)

**Game On Scotland** is the education programme of the Glasgow 2014 Commonwealth Games.

It has been designed to enable schools and educators to use the Glasgow 2014 Commonwealth Games as an inspiring, motivating, relevant and fun context for learning across the curriculum and for all ages.

On the **Game On Scotland** site, [www.gameonscotland.org](http://www.gameonscotland.org), you'll find a range of materials to help make the most of the Games as an educational tool.

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