

SPORT CHANGES LIVES

ACTIVITIES FOR PE LESSONS



17-23 March

Fifteen-year-old Siphon lives in a township on the edge of Cape Town, South Africa. Known for its amazing scenery and surfing beaches, Cape Town is also one of the most dangerous cities in the world. Violence and poverty are rife in its townships and one in five young people experiences post-traumatic stress disorder (PTSD) as a result of their tough childhood.

Stressed and unhappy, Siphon began to skip school, steal money and take drugs. However, thanks to help from Waves for Change – a surf therapy project funded by Comic Relief – he has managed to turn his life around. He loves to surf and, with support from therapists at the project, has tackled his addictions and learnt to cope with all life throws at him. He's even training to become a lifeguard.

Use our short film at sportrelief.com/siphon to give your students an insight into Siphon's life. Talk with them about how money raised by Sport Relief is making a difference to young people by funding organisations that harness the power of sport for good.

On the next page you'll find a range of ideas for PE activities inspired by Siphon's story. Giving your students the opportunity to take part in one or more of these will help them appreciate how sport changes lives and bring real meaning to their fundraising this Sport Relief.



Learning objectives

- To empathise with young people living tough lives.
- To gain insight into how sport can change people's lives.
- To understand and apply the long-term health benefits of physical activity in their own life.



Taking pride in sport

Learning to surf has had an amazing effect on Siphó's self-confidence and self-esteem. In his own words:

'I feel proud about my surfing. I decided that the surfing can give me something that can make me proud.'

Spend a lesson teaching students a new skill, giving them all a clear, achievable target regardless of their starting point. For example, in gymnastics you could focus on variations on backward rolls or vaults.

Allow time at the end of the lesson to talk with students about what they have achieved and the physical improvement they have made. How did they feel at the start of the lesson? How has their achievement made them feel?

Encourage them to relate this to the confidence and self-esteem Siphó gained from learning surfing skills.

Exploring feelings through dance

Ask students to create a dance sequence inspired by the film about Siphó. Their dance should have two contrasting sections expressing:

- Siphó's tough, dangerous life in the township
- The freedom and confidence he has found through surfing

Ask students to explore body shapes and actions that reflect the contrast between these two aspects of Siphó's life. Encourage them to express different emotions and episodes through stillness, movement, speed and changes of direction. Why not introduce some South African music as dance inspiration?

After they have performed their dances, ask students how they felt during each section. Has exploring Siphó's feelings through movement helped them to empathise with his story?

Sport in my life

Talk with students about the difference that the surf project has made to Siphó's life. Help them to identify how taking part in a sport like surfing can:

- Improve confidence
- Reduce anxiety and increase happiness
- Make young people feel more motivated and better about their future.

Building on this, encourage students to talk about whether they are making the most of the potential benefits of PE and sport in their own life. What do they enjoy doing most? What makes them feel happy and confident?

Ask students to complete a chart showing all the physical activity they take part in during a typical week, including PE lessons, sports clubs at school and sport and exercise out of school. Have they got a healthy, balanced lifestyle or would they benefit from building more physical activity into their week? If so, how could they do this?



Surfing circuit

Watch the film of Siphon and other surfers riding waves. Help students identify the physical skills and attributes needed for surfing, including:

- **Balance** – to stand on the surfboard as it moves through constantly changing waves
- **Flexibility** – to get up on the surfboard
- **Strength** (core, legs and upper body) – to paddle and balance on the board
- **Endurance and determination** – to keep paddling through the water and riding waves all day.

Ask students to design a circuit of activities that mirror the physical challenges of surfing. Spend time completing the circuit, focusing on each type of physical skill in turn.

Which activities do students find most difficult? Which skills do they need to focus on improving?

Help students to identify how they use these skills in everyday life and how improving them will benefit their confidence and wellbeing. For example:

- Better balance might help them to run up and down steps, ride a bike, skateboard
- Improved flexibility will make it easier to bend, turn, reach, lift
- Greater strength could help them to carry bags, open packaging, move quickly
- Increased endurance will enable them to walk a long way, run for a bus, dance the night away!

Sponsored surfing for Sport Relief

Ask students to come up with ideas for sponsored activities for Sport Relief that focus on the skills needed for surfing. Encourage them to be as creative as possible!

- Could they incorporate surfboards?
- Organise something at the local pool?
- Take part in fancy dress?
- Play the film of Siphon as a backdrop to the event?



You can find a Sport Relief sponsorship form online at sportrelief.com/secondary