

EXPERIENCE
Kissimmee
FLORIDA



FLAG

CHARACTER PLAYBOOK 2022/23

A set of 6 easy-to-run KS2 sessions to help explore citizenship through the NFL values.

NFL CHARACTER PLAYBOOK

The NFL strives to unite people and inspire communities through the joy of football. But to do this, every member of the NFL must display certain qualities, or characteristics, for everyone to enjoy the game. To achieve this goal, our community upholds a set of values.

RESPECT is

*Everyone matters.
Everyone contributes.*

INTEGRITY is

*We always look to
make the right call.*

RESILIENCE is

*We set high standards
and continuously strive
for excellence.*

RESPONSIBILITY TO TEAM is

*As a team we support
one another. We depend
on one another.*

With these qualities at the centre of everything we do both on and off the field, we can build a community of people of good character.

WHAT IS THE CHARACTER PLAYBOOK AND HOW CAN YOU AS A TEACHER USE IT?

- This playbook is set of six 45-60 min sessions based around the NFL values. Each of the six sessions includes a set of easy-to-follow instructions and requires minimal resources.
- Each of the sessions follows a similar pattern to allow for ease of delivery, with a mix of styles to ensure all learners are engaged.
- Each session starts with a short discussion starter to check for pre-knowledge and to bring to life the theme of the session. This is followed by a listing activity where students need to put the value into context and think of real people who display the value.
- There are then four activities that should last around 10-15 minutes. The activities include fun games, paired and group work as well as personal reflection.
- The next page includes a table of contents and links to the home nations' curricula – if you are viewing this document digitally you will be able to link directly to the relevant curriculum pages.

SESSION 1: GOOD CHARACTER

What does it mean to have **Good Character**? Having good character is about the kind of person you are and how that influences the choices you make in life.

SESSION AIM

Discussion and list: The initial discussion will give you the opportunity to gauge the level of pre-knowledge and to generate ideas that can be used later in the session. The listing activity will allow you to link the discussion to your own personal environment.

Activity 1: This activity is about encouraging your students to embody the qualities you've just discussed. They should be able to display these elements of good character.

Activity 2: The choices we make in life are influenced by our character. For this activity, students should be able to make real-time decisions that reflect their values and show the kind of person they are.

Activity 3: Scenarios of relatable experiences will help your students find solutions through empathy. By asking the students what they think should happen in this situation, they have the chance to use their critical thinking skills and imagine possible outcomes. As a partner activity, they will generate ideas together which will encourage them to expand their own thoughts and opinions.

Activity 4: The students have completed activities as a whole group, in partners, and now have the opportunity for some individual reflection. This activity is intended for participants to bring the learning into their own lives. By thinking of examples of their own experiences, we want them to understand that they are already doing this work and can be more intentional about it.

RESOURCES NEEDED

Whiteboard and markers; paper and pencils; open space to move in; Values Worksheets (see page 27)

DISCUSSION

Start the session by asking your class what they think it means to have **Good Character** – let the class know they don't need to give you a definition, they can offer you a few words or an example of behaviour that someone with **Good Character** might show. Write all ideas on a whiteboard.

Define **Good Character** with your class. You might want to use one of these:

Definition 1: Character (noun): The combination of mental characteristics and behaviour that distinguishes a person or group.

Definition 2: A person with Good Character tries to always make good decisions, being honest and fair to everyone.

LIST

Then either as a paired activity or still as a whole group, ask your class to make a list of people that display good character.

It can be people they know personally (friends or family) or it could be celebrities – anyone is fine as long as they can give a reason for choosing that person – perhaps an example of when they have shown good character.

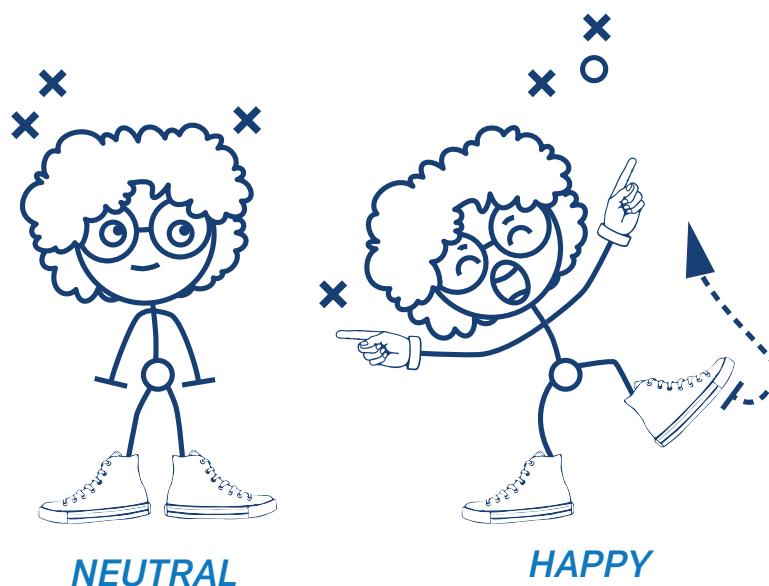
Again, capture the suggestions on the board to create a bank of starter information prior to beginning the activities.

ACTIVITY 1: STATUES

Have everyone stand up in a circle. Ask the group to stand up straight and tall with their arms by their sides. This is a neutral position. On the count of three, ask the group to freeze like a statue of someone who is very happy. Come back to neutral. Ask the group to freeze again but like someone who is very sad. And back to neutral.

Have the group create statue poses for the different qualities that were mentioned in the discussion about good character.

What did they change physically to show these attributes?



ACTIVITY 2: MAKE A DECISION

Explain to the class that the only rule in this game is to make a decision – their own decision. Not to just copy others!

Point to one side of the room and say **Vanilla** and point to the other side of the room and say **Chocolate**. Ask the group to make a decision and decide which side of the room they want to stand on.

Try different options:

Cat/Dog, Early Bird/Night Owl, Summer/Winter, Catching/Throwing.

Then expand into 3 sides of the room with 3 options (ie: **travel by bus, cycling, walking**) still focusing on their own opinion, there are no wrong answers.

Now bring everyone back to their starting points and ask the class what was involved in their decision-making process. How did they make their choice? If suitable, note some answers on the whiteboard.

Explain that you are going to ask a slightly different sort of question now but that their own opinion is still what counts.

Explain that one side of the room is **ask if you can help** and the other side is **stay where you are**. Then pose the question to your young people –

If you saw someone who was lost while you were reading a book at lunchtime, what would you do?

Ask them to pick a side and run to it.

Bring them back to the starting point and ask them why they made their decisions – hopefully, most children will help and you can gather answers around wanting to be nice and helpful.

Ask them to re-think their answers if you changed the scenario a little – keep the sides of the room the same but this time ask them what they would do –

If you were in the queue for lunch and would miss the last pizza slice if you went to help.

Again ask students to move to the side of the room that represents their answer. Bring everyone back to their seats, ask them what was different about how they made the choice this time? What factors were involved? Hopefully your students will identify that now they are making decisions based on what someone else needs and not just what they want.

ACTIVITY 3: WHAT'S THE PLAY?

Pair up your students and explain to them that we are going to be looking at some more decision-making scenarios. This time they won't be given answers to select from but they will need to decide what action to take and why. Read the following scenario.

Siobhan notices that her friend Peter is sitting by himself during playtime. All the other kids are laughing, having fun and playing games. Peter is looking down, kicking at the grass, and rubbing his head. Siobhan wonders if he's okay.

In partners, the class should discuss the scenario and decide what they think should happen next for Siobhan to show good character.

When gathering in the answers try to identify great solutions and any barriers the class identified to showing good character.

ACTIVITY 4: MAKE THE PASS

In this final plenary activity, explain to the group that we have now explored a little of what having 'good character' is all about. We have helped others and thought about fictional situations.

Using their [Values Worksheet](#) (page 27) ask everyone to use the information on the board to write their own definition of what it means to have 'good character' and give one example of how they have shown good character in their own life.

Explain that these won't be shared with the class but instead will be used each week to build up a picture of their attitudes.

SESSION 2: RESPECT

Everyone matters. Everyone contributes. In football and in life, we embrace all people for who they are regardless of status, title or background. We celebrate diverse opinions and perspectives. We honour hard work and commitment. Every contribution makes us better.

SESSION AIM

Discussion and list: The initial discussion will give you the opportunity to gauge the level of pre-knowledge and to generate ideas that can be used later in the session. The listing activity will allow you to link the discussion to your own personal environment.

Activity 1: Part of showing respect is making sure everyone knows they are important, valued members of a community. In this Activity, the students should collaborate by helping each other succeed at getting on the chairs as a team. It's essential that no one is left out and that by respecting and valuing everyone in the group, they can accomplish great things.

Activity 2: This game is a chance to do some physical learning. The students should physically create the images they are discussing so they can see what these situations would look like. Students will better understand the sequencing of events - actions and reactions - when they can think about how they respond to situations with respect.

Activity 3: Scenarios of relatable experiences will help your students find solutions through empathy. By asking the students what they think should happen in this situation, they have the chance to use their critical thinking skills and imagine possible outcomes. As a partner activity, they will generate ideas together which will encourage them to expand their own thoughts and opinions.

Activity 4: Students have completed activities as a whole group, in partners, and now have the opportunity for some individual reflection. This activity is intended for participants to bring the learning into their own lives. By thinking of examples of their own experiences, we want them to understand that they are already doing this work and can be more intentional about it.

RESOURCES NEEDED

Whiteboard and markers; paper and pencils; enough chairs for the group; music and speakers; open space to move in; Values Worksheets (see page 27)

DISCUSSION

Start the session by asking your class what they think **Respect** means – as before let the class know they don't need to give you a definition, they can offer you a few words or an example of **Respect**. Write any ideas on a whiteboard.

Define **Respect** with your class. You might want to use one of these:

Definition 1: Respect (noun): a feeling or understanding that someone or something is important and should be treated in an appropriate way.

Definition 2: Treating others as you would like to be treated.

LIST

Then either as a paired activity or still as a whole group, ask your class to make a list of people that regularly show others respect.

It can be people they know personally (friends or family) or it could be celebrities – anyone is fine as long as they can give a reason for choosing that person. Capture anything interesting on the board.

If this is your second session with the class, you can remind them that they will be using the information on the board for the final plenary task and you will be adding to it across the session.

ACTIVITY 1: MUSICAL CHAIRS

In this activity you are going to play musical chairs. We will start with a whole class game of team musical chairs – it is set up as with normal musical chairs but in this version when the music stops, everyone must find a way to be on the chairs so no one is left out. As you take chairs out this gets harder and harder.

Once completed, bring a small group of volunteers to the front to be the players – give each pupil a small piece of paper with either **Respect** or **No Respect** on it (again, you can manipulate this to work best with your class and students).

Explain to the rest of the class that the volunteers are going to play another round of musical chairs but this time they will be playing either with respect or without – the observers must try and work out whether a player is showing respect or not. The players should show their respectful behaviour once the music stops and they are finding a seat.

If an observer thinks they have identified someone's behaviour they can raise their hands and justify their opinion. Those correctly identified are out and their chairs are removed.

SOME EXAMPLES MIGHT BE:

- Using kind or polite words even when you're upset
- Using manners like sharing
- Waiting your turn
- Saying please and thank you
- Accepting difference or at least agree to disagree with kind words
- Being careful not to damage places or things
- Using a quiet voice or calm behavior in public places
- Sharing resources, only taking what you really need

Once you have completed the game, hold a quick discussion to note respectful and disrespectful behaviour on the board.

ACTIVITY 2: CHANGE THE PICTURE

Split the class into groups of 4. Explain that we are going to try and identify the reasons behind some people's actions. Read the following statements to the class.

EXAMPLE 1

Kevin was crying on the bench after break time because Claire had been making fun of the jumper he had received for Christmas.

EXAMPLE 2

As they crossed the road, they passed an older gentleman walking slowly with a stoop - Cara did an unkind impression of him.

EXAMPLE 3

When Callum got home from a long day at school - he ignored his mum when she asked what he would like for dinner and slammed his door shut behind him.

As a group, students should try to discuss why each of the incidents might have happened, creating a short story to explain their theory.

Selecting one of the problem statements, each group should create three tableaux - one to show what might have happened before to cause the problem, one to show the incident and one to show what could happen next to resolve the problem.

Have the groups practise their images, making sure that everyone in their group is involved, and then share them back with everyone.

ACTIVITY 3: WHAT'S THE PLAY?

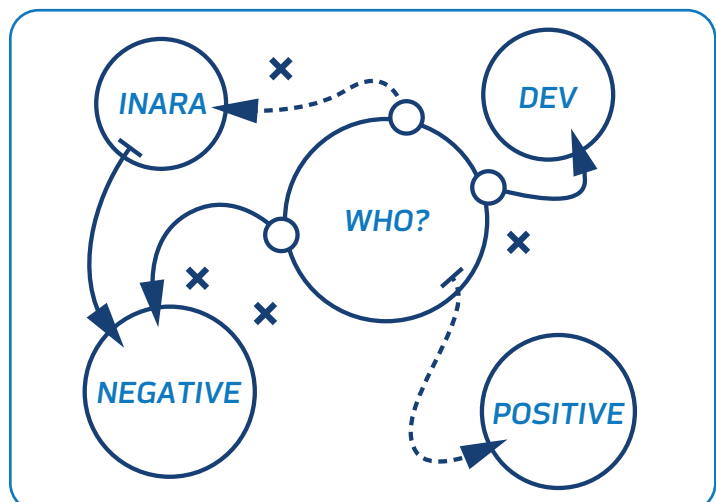
Pair up your students and read the following scenario out - ask the pairs to discuss the scenario and decide what you think should happen next for everyone to show respect?

EXAMPLE

Dev really wants his team to win the final flag football game of the season. They're currently tied with the other team at the end of the 4th quarter and they have time for one last play. Dev's got the ball and is running toward the end zone as the time expires. Inara on the opposing team pulls his flag. Dev doesn't get to the end zone to score points and win the game. The game is over and both teams line up to shake hands... but Dev doesn't want to get in line.

Ask students to create a spider diagram to help them order their thoughts and make a plan. They should include details of the people involved, the actions that were important both positive and negative.

Ask pairs to feedback, adding any new thoughts to the board.



EXERCISE 4: MAKE THE PASS

Hand out the worksheets from the last session and again ask students to use the information from the board to write their own definition of **Respect** and give one example of how they have shown respect in their own life, at home, in the classroom or in sports.

Explain that these won't be shared with the class but instead will be used each week to build up a picture of their attitudes.



SESSION 3: INTEGRITY

At the NFL, we always look to make the right call. We do the right thing when no one is looking, and even if it's unpopular when they are looking. We demand accountability and we expect fair play. We say what we mean, mean what we say, and always follow through. We accept responsibility when we get things wrong and then work to make them right.

SESSION AIM

Discussion and list: The initial discussion will give you the opportunity to gauge the level of pre-knowledge and to generate ideas that can be used later in the session. The listing activity will allow you to link the discussion to your own personal environment.

Activity 1: Eye contact is a great way to show that you are present and listening. And to display integrity, we want students to show that they are ready and present to do their best work.

Activity 2: This game is a wonderful way to get students working together while having fun.

Activity 3: Scenarios of relatable experiences will help your students find solutions through empathy. By asking the students what they think should happen in this situation, they have the chance to use their critical thinking skills and imagine possible outcomes. As a partner activity, they will generate ideas together which will encourage them to expand their own thoughts and opinions.

Activity 4: The students have completed activities as a whole group, in partners, and now have the opportunity for some individual reflection. This activity is intended for participants to bring the learning into their own lives. By thinking of examples of their own experiences, we want them to understand that they are already doing this work and can be more intentional about it.

RESOURCES NEEDED

Whiteboard and markers; paper and pencils; open space to move in; Values Worksheets (see page 27)

DISCUSSION

Start the session by asking your class what they think **Integrity** means – it is generally the least well-known among students and can be slightly tricky to grasp. So for this session feel free to offer the two definitions included below and ask students to think of examples that would showcase **Integrity**. As with other sessions, write any and additional student comments and examples on a whiteboard.

Define **Integrity** with your class. You might want to use one of these:

Definition 1: Integrity (noun): The quality of being honest and fair.

Definition 2: Integrity is about telling the truth and making good choices.

LIST

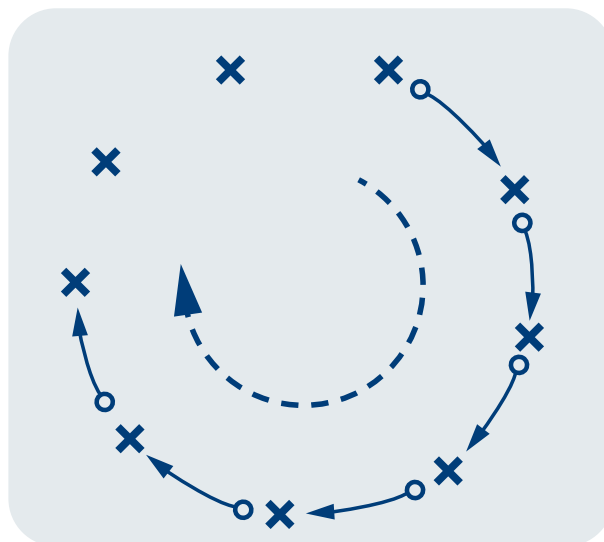
To make this easier, work with the whole class and create a list of the types of people or professions that need to regularly show others integrity i.e police officers, teachers etc.

You can then broaden that out to specific people they know personally (friends or family) or famous faces in the discussed fields – anyone is fine as long as they can give a reason for choosing that person. Capture anything interesting on the board.

If this is your second session with the class, you can remind them that they will be using the information on the board for the final plenary task and you will be adding to it across the session.

ACTIVITY 1: PASS THE CLAP

Have everyone stand in a circle. One person will start by making eye contact with the person next to them and both people will clap their hands at the same time. Then that second person will turn to the person next to them, make eye contact and clap at the same time. The third person will turn and do the same thing and so on around the circle. The aim is to pass the clap around the circle in a nice steady rhythm.



Ask the group to monitor their own performance after each round. Were they ahead of the beat, on the beat or behind the beat. Repeat the clap circle.

Ask the group how being honest about their performance (or showing integrity) helped them to do better the second time? Discuss when else they could be honest about their own work?

If your group is particularly good at this activity, once you have discussed integrity in their work, do one final round the circle clap asking each pupil to pay particular attention to whom they receive the clap from and to who they send it to. Once you have given them time to do this. Ask everyone to swap places and try to pass the clap in the same order as before, even though it will now be going across the circle, not around it.

ACTIVITY 2: WHO'S THE LEADER?

Now have everyone sit down in the circle. Send one student out of the classroom to be the **Detective**. Then select one person in the circle to be the **Leader**. The Leader will do a series of repetitive actions that the rest of the group will follow. The Detective will be brought back into the centre of the circle as the group is performing their actions and they will have 3 chances to guess who they think is the leader.

If they guess correctly, the game is over and another Detective is selected to leave the room. However, if they are not correct in their guess, they are permitted to ask the selected player one **yes or no question** about the real leader (i.e. is the leader wearing a red jumper?) and the player must act with integrity and answer honestly. The Detective has two more guesses and so can only ask one more question.

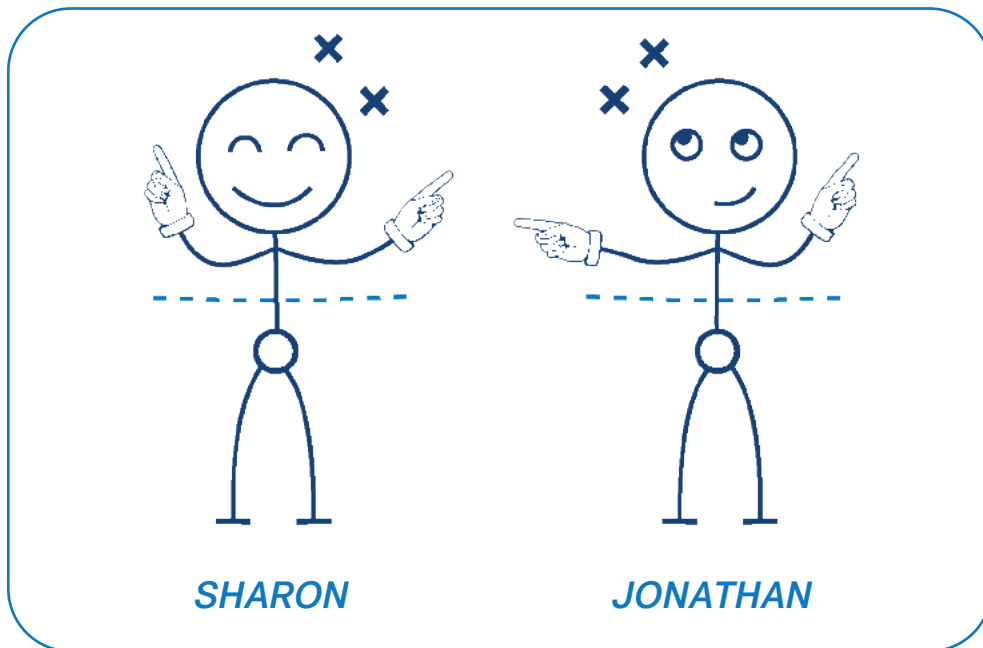
Discuss with your class, when might it be hard for someone to answer the Detective's questions honestly?

ACTIVITY 3: WHAT'S THE PLAY?

For Activity three you will need to split the class into pairs or small groups. Explain that you are now going to think about **Integrity** in sport and read the following scenario to the class:

EXAMPLE Jonathan has the football and is running toward the end zone. Sharon runs beside him and reaches out to pull his flag. However, in the heat of the game Jonathan places his arm down to block his flag being pulled by Sharon. The referee doesn't see this and Jonathan scores a touchdown.

Ask the groups to draw a stick figure to represent Sharon and one to represent Jonathan and to draw a line down the middle of both. Above the line they should note down how that person will be feeling at the end of the play and below the line, they should note down what they should do next to show integrity.



EXERCISE 4: MAKE THE PASS

Recap on **Integrity** and how they have seen it used and how they as a class have shown it over the various activities in this session.

Then hand out their worksheets (page 27) so the class can include a definition of **Integrity** and an example of when they showed Integrity in their own lives.

If your class has embraced the concept of **Integrity** and talks easily about when they displayed the quality – you can ask if anyone would like to share an example.

SESSION 4: RESPONSIBILITY TO TEAM

As a team, we support one another. We depend on one another. Our NFL fans give us their hearts. Our communities see themselves in us and we see ourselves in them. No matter how much we accomplish, no matter how successful we are, no one is bigger than the game. Everything we do has a consequence for someone else. We embrace our interdependence. We humbly strive to make our teams, our players, our fans, and our communities proud and better.

SESSION AIM

Discussion and list: The initial discussion will give you the opportunity to gauge the level of pre-knowledge and to generate ideas that can be used later in the session. The listing activity will allow you to link the discussion to your own personal environment.

Activity 1: In this activity, students will organise themselves based on their own decisions. Students will see how they fit as individuals in the bigger picture and reflect on their place in the group.

Activity 2: Part of being responsible is doing your part. In this Activity, each participant has an essential role to play for the group to successfully pull off the trick. They should work together, communicate clearly, and focus on the task in order to hold each other up.

Activity 3: Scenarios of relatable experiences will help your students find solutions through empathy. By asking the students what they think should happen in this situation, they have the chance to use their critical thinking skills and imagine possible outcomes. As a partner activity, they will generate ideas together which will encourage them to expand their own thoughts and opinions.

Activity 4: The students have completed activities as a whole group, in partners, and now have the opportunity for some individual reflection. This activity is intended for participants to bring the learning into their own lives. By thinking of examples of their own experiences, we want them to understand that they are already doing this work and can be more intentional about it.

RESOURCES NEEDED

Whiteboard and markers; paper and pencils; an open space to move in; 4 chairs; Values Worksheets (see page 27)

DISCUSSION

Explain to the class that one of the NFL values is responsibility to team. As before, ask the class to let you know what they think the word **Responsibility** means. Let the class know they don't need to give you a definition, they can offer you examples of how to behave responsibly. Write all ideas on a whiteboard.

Note. We will focus on **Responsibility** within this session, rather than only responsibility to team.

Define **Responsibility** with your class. You might want to use one of these:

Definition 1: Responsibility is something you should do because it is morally right.

Definition 2: Responsibilities are things you ought to do – for yourself or your team.

LIST

In pairs, ask the class to think about people they think of as responsible or having great responsibility. It can be people they know personally (friends or family) or it could be celebrities – anyone is fine as long as they can give a reason for choosing that person. (A pilot is responsible for the safety of all his passengers, Alice's big sister is much more responsible than Alice – these are both fine and can help frame the definition of responsibility.)

Capture anything interesting on the board.

ACTIVITY 1: 4 PERSON CHAIR TRICK

Place four chairs in a square so they are all facing into the centre and touching at the corners. Then have each person, about the same size, sit sideways on the chair in a clockwise direction. Ask each person to lay back so their head is resting on the other person's lap. Once this is done, have another student carefully remove the chairs one at a time until the group is holding each other up without the use of the chairs. The group should try their best to work together so that they can support each other. Try it again with another group and discuss how everyone plays a role in succeeding at the task.

ACTIVITY 1 ALTERNATIVE: THE BROOMSTICK CHALLENGE

Ask for two volunteers to come to the front of the class and ask them to face the class and hold their index fingers out in front of them. Place a meter rule or a broomstick handle on top of their finger so that it is balancing level. Ask the volunteers to work together to lower the ruler to the

floor while keeping it perfectly level.

Add in an additional volunteer to repeat the task making sure that ALL fingers stay in contact with the ruler at all times - what is different this time? Hopefully your students will identify that it is harder and they need to communicate with each other.

Try the task with up to 8 students on both sides of the meter rule - to ensure there is no cheating you can place small pieces of paper between the ruler and their fingers. If they lose contact with the ruler the paper will fall to the ground.

Discuss with the class what was easy or difficult about the challenge and what was key to its success.

ACTIVITY 2: CONTINUUM GAME

Ask the group to imagine that there is a gradient or continuum across the room. Use the example of hair colour: one side of the room has the darkest black hair colour and the other side of the room would be the lightest white hair colour. Ask the class to position themselves in the space so that they are organised from the darkest to lightest coloured hair.

Do a couple of fun rounds before moving on to the next phase. Ask the class to position themselves on the line where "I am really competitive" is at one end and "I just like taking part" is at the other.

Once the class is lined up, pair up the students so that each is paired with someone from the other side of the continuum. Ask the pair to discuss their differing opinions by trying to explain to their partner why they feel as they do.

Repeat the task with the following lines:

I work best on my own at one end *I like to be part of a team* at the other.

I am naturally talented at one end *I worked hard and became really good* at the other end

ACTIVITY 3: WHAT'S THE PLAY?

Staying in their final pairs read your class the following scenario:

SCENARIO Nadya is always a little late to practice because she drops her little sister at dance class on the way. However, recently she has been really late, missing the first 20 mins each week. The first 20 mins of each week is normally spent doing drills in throwing and catching and Hugo has noticed that she dropped a couple of his passes in recent games and it is starting to annoy him.

Ask the class to discuss the scenario in pairs. Each pair should then draw 3 circles on their sheet of paper.



The pair should look at the scenario and decide:

- What is **Fact**, who actually did what?
- Who do they **Feel** has a responsibility in this scenario?
- What **Actions** would they recommend to Nadya and Hugo?

Hear feedback from the class and see how the different pairs would act.

ACTIVITY 4: MAKE THE PASS

Recap on **Responsibility** and how they have seen it used in the activities in this session.

In the chair trick, everyone was responsible for carrying out their move to hold up the person beside them.

In the continuum, the class took responsibility for their own opinions and listened to the opinions of others.

In What's the play, we explored what responsibility looks like in a sports team and all the factors that could be involved.

Then hand out their **Values Worksheets** (page 27) so the class can include a definition of Integrity and an example of when they showed integrity in their own lives

SESSION 5: RESILIENCE

We set high standards, and continuously strive for excellence. Anything is possible. No matter how great the obstacles, we overcome adversity. We turn losses into lessons. We adapt to changing circumstances and lead in new contexts. We embrace the greatest challenges and rise to meet them.

SESSION AIM

Discussion and list: The initial discussion will give you the opportunity to gauge the level of pre-knowledge and to generate ideas that can be used later in the session.. The listing activity will allow you to link the discussion to your own personal environment.

Activity 1: Resilience is all about how we engage and persist. This game places students in a position of constant setbacks as well as forward progression. The participants will have to re-engage with others in the group whether they get knocked down a level or bumped up to the next tier. But the victories and the losses are all part of showing up and playing the game.

Activity 2: The success with this activity comes when the group rally together to beat their previous top score. By all trying to achieve the same outcome, the group has the ability to display resilience through not giving up and finding new strategies.

Activity 3: Scenarios of relatable experiences will help your students find solutions through empathy. By asking the students what they think should happen in this situation, they have the chance to use their critical thinking skills and imagine possible outcomes.

Activity 4: The students have completed activities as a whole group, in partners, and now have the opportunity for some individual reflection. This activity is intended for participants to bring the learning into their own lives. By thinking of examples of their own experiences, we want them to understand that they are already doing this work and can be more intentional about it.

RESOURCES NEEDED

Whiteboard and markers; paper and pencils; an open space to move in; a ball; Values Worksheets (see page 27)

DISCUSSION

Start the session by asking your class what they think **Resilience** is – let the class know they don't need to give you a definition, they can offer you a few words or an example of behaviour that someone who is resilient might show. Write all ideas on a whiteboard.

Definition 1: Resilience (noun): the ability to become strong, healthy, or successful again after something bad happens.

Definition 2: Resilience is getting back up and carrying on when something goes wrong.

LIST

Then either as a paired activity or still as a whole group, ask your class to make a list of people that they think would need to be resilient and why.

It can be people they know personally (friends or family) or it could be celebrities – anyone is fine as long as they can give a reason for choosing that person – perhaps an example of when they have shown resilience.

ACTIVITY 1: EVOLUTION

In this game, everyone is trying to make their way to the top of the evolutionary chain. Everyone will first need to learn the physical positions for each category.

They will all start as an **egg** (crouched down in a ball), then **chicken** (bent knees with chicken wing arms and clucking), then **monkey** (standing swinging arms making monkey sounds), then **human** (standing with muscle arms saying "I am human!"), then a **superhero** (standing with hands on hips in a power pose and making an angelic singing "Ahhhh" sound).

The group will all start as eggs wandering the space until they find another person being an egg. They will face each other and do rock, paper, scissors. Whoever wins will evolve up the chain to a chicken, and the other person will remain an egg. They will then find another person in the same category as them (ie: chicken will find a chicken) and again play rock, paper, scissors. This time whoever wins between the two chickens will become a monkey, but whoever loses will go back down to an egg.

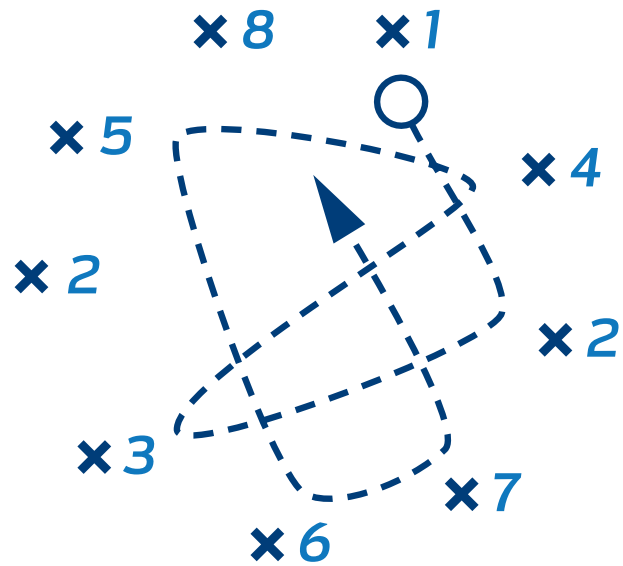
Everyone will continue to move through the space encountering others who are like them to see if they can eventually make it up to superhero. Once you've become a superhero and you defeat another superhero, you can step out of the game and become an observer to watch the others.

Once finished, discuss with the class how it felt to get knocked back down the evolutionary chain? Was it difficult to be resilient? How did it feel when you persisted and eventually made it up the evolutionary chain?

ACTIVITY 2: KEEPIE UPPIE

With the whole class in a circle, see if it is possible to **count to 25** (or the number in the class) one person at a time – each person only saying one number. If 2 people talk at the same time they need to go back to zero. It might take a couple of goes but with eye contact and pointing, it is fairly easy. Once completed, ask the students to close their eyes and try the activity again.

Finish the activity with a discussion on how it felt in Activity 1 when your success was based only on either your own decisions or luck, compared with how it felt to be resilient as a team. Which was easier, which was harder and why?



ACTIVITY 3: WHAT'S THE PLAY?

SCENARIO

Bilal has turned up to every training session and given 100% every week. Unfortunately the coach doesn't pick him to play at the schools championship but sits him on the bench. He is really fed up and thinking of not going to the game.

In partners, discuss the scenario and decide what you think should happen next for everyone to show their resilience. Pair up the pairs so you have small groups and ask those groups to create a small scene to showcase their suggestions – someone could play Bilal, someone the coach and some people could be his friends for example.

Allow each group to share their resilient scenes.

ACTIVITY 4: MAKE THE PASS

Recap on what **Resilience** is and how they have seen it used in the activities in this

- **Evolution** was all about personal resilience – coping when things didn't go to plan.
- In the second activity, we were looking at being **Resilient** as a team and supporting each other to do so.
- In **What's the Play**, we explored what resilience looked like on the sports field.

Finally, hand out their **Values Worksheets** (page 27) so the class can include a definition of **Resilience** and an example of when they showed **Resilience** in their own lives.



SESSION 6: REFLECTION

You've learned about Respect, Integrity, Responsibility and Resilience. What other qualities do you think make up good character?

SESSION AIM

Discussion: This is the chance to see how much the students have retained and how they can take their thinking further.

Activity 1: This agreement becomes a physical manifestation of the learning done over the past 5 sessions and can remain as a visual reminder of the good work that's been done. By collectively deciding on a set of rules, everyone plays a part in determining how we behave and what we value when we're together.

Activity 2: Building a brand takes creative thinking. In this Activity, the students will work together to represent their team visually. Displaying good character isn't just about our actions but how we present ourselves in the world. The student should feel inspired to connect their values to the images and team mottos that reflect who they are.

Activity 3: Displaying good sportsmanship in competitive environments is part of how we show good character. The creative ways we can challenge ourselves through using the objects around us means any space can turn into a game. The students should cheer each other on while trying their best to be valued member of the team.

Activity 4: As individuals, we have a role to play. But anything we do influences other people. This activity is a way to show the domino effect that comes with each person's addition to the picture. By adding into the picture, it fleshes out the story that starts to appear in the tableau. By proposing an idea it means someone else can respond to it and build upon it.

RESOURCES NEEDED

Whiteboard and markers; poster board; paper, pencils, markers and colour pencils; an open space to move in; a stopwatch; obstacle course classroom items.

DISCUSSION

As a group, now that you've learned about **Respect**, **Integrity**, **Responsibility**, and **Resilience**, what other qualities do you think make up being of good character? Write those qualities down on the whiteboard.

ACTIVITY 1: GOOD CHARACTER AGREEMENT

Ask your students to work in pairs or small groups, using the ideas generated in the discussion to create a **Good Character Agreement**. They should write down the qualities that they feel embody an **NFL Character Champion**?

Their agreement should have about 10 items and can be written out on a poster to hang in your classroom.

ACTIVITY 2: TEAM DESIGN

In groups, you are going to design the vision for your team. Select a name, a logo or emblem, and a team motto. Write the name and motto on the piece of a paper and draw your logo out with the colours that best fit the design. Be intentional with your choices and share your reasons with the group.

Below are the logos of every team in the NFL for inspiration.



ACTIVITY 3: OBSTACLE

Using only the items in the room, create an obstacle course with 5 different challenges. You could lay out some books on the ground for students to serpentine around, pull out a desk to crawl under, spin around 3 times in a roly chair, walk backwards, etc. Each of the teams from earlier will complete the obstacle course as a relay. So once one person is done, they will tag the next person on their team to begin until each player has done it. They will line up at the start of the course and you will start the stopwatch as soon as they begin. Log their finishing times on the whiteboard and see which team is the fastest. What clever tactics were used?

ACTIVITY 4: TABLEAUX

Have the students all sit on one side of the room as an audience. Then ask one student to come forward and freeze in a position of something you'd see at an NFL game. They might pose as a quarterback throwing the ball. Then ask another student to add to this picture. They might freeze in a position of another player about to tackle the quarterback. Add more people to the picture one at a time to complete the image. You might add a coach on the sidelines, a referee, some fans, someone selling snacks, a camera person, a journalist etc.

Once everyone is frozen in the picture, tap individuals on the shoulder and have them say what their character is thinking. (ie: "I've got to catch that ball!" or "I really hope my team wins" etc)

Ask the audience to share back where they see examples of **Respect**, **Integrity**, **Responsibility**, and **Resilience**. Have the people who were just in the tableau join the audience, and create another new tableau following the same structure.

GOOD CHARACTER

RESPECT

INTEGRITY

RESILIENCE

RESPONSIBILITY TO TEAM

SESSION 1: GOOD CHARACTER

<p>ENGLAND</p>	<ul style="list-style-type: none"> • Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others. HWB 1-19a • I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. HWB 2-08a • The breadth of opportunity 5a; take responsibility (for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils) • 5d: make real choices and decisions
<p>SCOTLAND</p>	<ul style="list-style-type: none"> • I have participated in decision making and have considered the different options available in order to make decisions. SOC 1-18a • Curriculum for Excellence: Experiences and Outcomes for Health and Wellbeing - In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences. HWB 0-19a
<p>WALES</p>	<ul style="list-style-type: none"> • Personal and Social Development, Well-being and Cultural Diversity - Moral and spiritual development: <ul style="list-style-type: none"> ◆ talk about the choices available to individuals and discuss whether the choices available make a decision easier or more complex ◆ communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate
<p>NORTHERN IRELAND</p>	<ul style="list-style-type: none"> • Personal Health: <ul style="list-style-type: none"> ◆ develop an awareness of right and wrong ◆ develop an awareness of how their actions can affect others ◆ understand that values, choices and decisions should be informed by a sense of fairness ◆ take responsibility for their actions ◆ develop tolerance and mutual respect for others

SESSION 2: RESPECT

<p>ENGLAND</p>	<ul style="list-style-type: none"> • As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. • HWB 0-09a / HWB 1-09a / HWB 2-09a / HWB 3-09a / HWB 4-09a • Developing good relationships and respecting the differences between people; that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
<p>SCOTLAND</p>	<ul style="list-style-type: none"> • I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. HWB 0-10a / HWB 1-10a / HWB 2-10a / HWB 3-10a / HWB 4-10a
<p>WALES</p>	<ul style="list-style-type: none"> • Personal and Social Development, Well-being and Cultural Diversity - Social Development: <ul style="list-style-type: none"> ◆ be aware of and respect the needs of others
<p>NORTHERN IRELAND</p>	<ul style="list-style-type: none"> • Individuals: <ul style="list-style-type: none"> ◆ understand their own and others' feelings and emotions; ◆ listen to and interact positively with others;

SESSION 3: INTEGRITY

ENGLAND	<ul style="list-style-type: none"> • 4.a; <u>that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view</u>
SCOTLAND	<ul style="list-style-type: none"> • I make decisions and take responsibility in my everyday experiences and play, showing consideration for others. SOC 0-17a • I can follow and understand rules and procedures, developing my ability to achieve personal goals. I recognise and can adopt different roles in a range of practical activities. HWB 1-23a
WALES	<ul style="list-style-type: none"> • Personal and Social Development, Well-being and Cultural Diversity - Moral and spiritual development: <ul style="list-style-type: none"> ◆ <u>communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate</u> ◆ <u>communicate and reflect on the decisions made in stories, situations or personally, suggesting alternative responses</u>
NORTHERN IRELAND	<ul style="list-style-type: none"> • Contributors to Society: <ul style="list-style-type: none"> ◆ <u>contribute to creating a better world for those around them;</u>

SESSION 4: RESPONSIBILITY TO TEAM

<p>ENGLAND</p>	<ul style="list-style-type: none"> • Citizenship 5a – take and share responsibility • Breadth of opportunities 5f - develop relationships through work and play
<p>SCOTLAND</p>	<ul style="list-style-type: none"> • I am developing the skills to lead and recognise strengths of group members, including myself. I contribute to groups and teams through my knowledge of individual strengths, group tactics, and strategies. HWB 3-23a
<p>WALES</p>	<ul style="list-style-type: none"> • Personal and Social Development, Well-being and Cultural Diversity - Social Development: <ul style="list-style-type: none"> ◆ be aware of and respect the needs of others ◆ take responsibility for their own actions ◆ consider the consequences of words and actions for themselves and others ◆ form relationships and feel confident to play and work cooperatively
<p>NORTHERN IRELAND</p>	<ul style="list-style-type: none"> • (Personal Health) <ul style="list-style-type: none"> ◆ develop an awareness of right and wrong; ◆ develop an awareness of how their actions can affect others; ◆ understand that values, choices and decisions should be informed by a sense of fairness; ◆ take responsibility for their actions; ◆ develop tolerance and mutual respect for others

SESSION 5: RESILIENCE

ENGLAND	<ul style="list-style-type: none"> • <u>Good, rich, problem solving activities should allow children to work at different levels with further challenges and extensions. The activities build on the knowledge children bring and the different methods they might use</u>
SCOTLAND	<ul style="list-style-type: none"> • As I encounter a variety of challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select and apply a wide range of complex movement skills and strategies, creatively, accurately and with consistency and control. HWB 4-21a
WALES	<ul style="list-style-type: none"> • Physical Development - Adventurous and physical play: <u>solve simple problems with a partner, such as how to use, find, retrieve or carry objects, score points, etc.</u>
NORTHERN IRELAND	<ul style="list-style-type: none"> • Contributors to the Economy and Environment: <ul style="list-style-type: none"> ◆ <u>work independently and as a member of a team;</u> ◆ <u>develop perseverance, initiative and flexibility;</u> ◆ <u>be willing to take calculated risks when appropriate;</u> ◆ <u>use critical and creative thinking to solve problems and make decisions</u>

SESSION 6: REFLECTION

<p>ENGLAND</p>	<ul style="list-style-type: none"> • Preparing to play an active role as citizens; to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals • Breadth of opportunity 5b - feel positive about themselves
<p>SCOTLAND</p>	<ul style="list-style-type: none"> • Personal learning planning - identify, discuss and reflect on their own evidence of learning • Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others. HWB 1-19a • Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning
<p>WALES</p>	<ul style="list-style-type: none"> • Skills across the curriculum: developing thinking: Children develop their thinking across the curriculum through the processes of planning, developing and reflecting, which helps them acquire deeper understanding and enables them to explore and make sense of their world. • Personal and Social Development, Well-being and Cultural Diversity - Personal Development: develop an awareness of what they are good at and understand how they can improve their learning and use feedback to improve their work
<p>NORTHERN IRELAND</p>	<ul style="list-style-type: none"> • Individuals; <ul style="list-style-type: none"> ◆ develop self-confidence, self-esteem and self-discipline; ◆ understand their own and others' feelings and emotions; ◆ develop the ability to talk about how they feel; ◆ develop their motivation to learn and their individual creative potential