

A legend.
A legacy.
A lifetime of inspiration.

Building Resilience Through Team Games

Key Information

Subject area: Physical Education

Time required: This resource is planned to be taught as one 50 minute lesson.

Activity: Mini team games involving catching, throwing and passing a tennis ball

Eric Liddell values: Passion

Key skills:

- Communication
- Determination
- Resilience
- Commitment
- Team Work

Learning intentions:

- To develop understanding around resilience and the impact resilience can have on myself and others.

Success criteria:

- I understand the positive link between resilience and personal achievement.

Experiences and outcomes:

- (*HWB 3-24a*) I can analyse and discuss elements of my own and others' work, recognising strengths and identifying areas where improvements can be made.

Equipment:

- A bucket of tennis balls
- Two targets, such as cricket stumps

Lesson Format

In this lesson pupils will be encouraged to be resilient throughout a series of team challenges. The class should be split into teams of roughly 6-8 pupils, although smaller or larger groups of pupils will also work. Pupils will stay in these teams for the entirety of the lesson.

Communication, team work, a passion to succeed and resilience will be key to the success of the teams.

If the class hasn't seen the '[Eric Liddell 100 introductory video](#)' please show this now.



Uncle Eric Fact

Throughout his life Eric Liddell showed great resilience and a passion to improve himself. At school Eric was in both the cricket and the rugby team. He wasn't one of the best players, in fact he was one of the worst, but after years of working hard to improve, he ended up as captain of both teams.

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Challenge 1

This activity involves team members working together to make a tennis ball travel around a set course as quickly as possible. The rules are:

- Teams start behind the start line which is also the finish line.
- Team members are not allowed to move their feet when holding the tennis ball.
- Each team member has to have caught and thrown the tennis ball at least twice.
- The tennis ball is not allowed to touch the ground.
- You are not allowed to pass the tennis ball from hand to hand, it must be thrown.
- To finish, the tennis ball must be caught behind the finish line and all team members must be lined up behind the finish line.

If any of the rules are broken the team must start the activity again and every team member must be behind the start line before the first throw is made.

The activity can be adapted to make it more or less challenging to suit individual groups, for example by allowing pupils to drop the ball twice before having to restart the task, or by adding the rule that pupils are only allowed to use one hand to catch the ball.

So that all pupils experience success, ensure that you allow all teams to complete the challenge before moving onto the next part of the lesson. If teams are struggling you can restart the challenge after providing teams with time to discuss what they can do to improve their performance.

Once the challenge has been completed, have a discussion on how pupils found the task. You could use some of the following questions to prompt your discussion:

- Did anyone become frustrated with the task?
- Did anyone want to give up?
- Are they glad they didn't give up?
- What allowed you all to succeed?

Here is when you can begin to discuss passion and resilience and how being resilient and passionate to improve provides us with the opportunity to succeed in things that we don't achieve the first time round.

Use Eric Liddell's story and the '*Uncle Eric Fact*' to provide examples of moments where Eric's passion to improve and resilience to keep trying through moments of challenge, have resulted in future success.

Challenge 2

This activity involves team members working together to hit a target a set number of times, faster than the opposing team.

Before starting the task allow teams to discuss what they think they can do to give themselves the best chance of succeeding.

The rules of the challenge are:

- Two teams line up face to face on a base line, about 5 metres apart, with a bucket of tennis balls placed centrally between them.
- A target such as a set of cricket stumps should be placed in line with the end of each team behind a separate target line. Ensure this target line is a reasonable distance from the target itself.
- For each team, the person at one end of the line, furthest away from the target line goes first. They are pupil A.
- On the whistle pupil A should run to the bucket, pick up a tennis ball, and turn to face their team.
- Pupil A should throw the ball to their team mate who is at the end of their team line furthest away from the target. This team mate should throw the ball back to them.
- Pupil A should then throw the ball to the team mate who is next in line, this pupil will then throw the ball back. This process is repeated until pupil A has successfully thrown and received the ball from each team member.

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- Pupil A then runs to the target line and attempts to hit the target with the ball. The pupil must stay behind the target line.
- The team scores one point if player A hits the target.
- Pupil A now rejoins their team by standing at the far end of the line which would make them closest to the target line.
- Once pupil A is back in line, the next team member furthest away from the target line becomes pupil A, they should run to the bucket of balls and repeat the process.
- This process gets repeated until a team scores 10 points.

If pupils are struggling with the task, you could make suggestions, including:

- Call your team mate's name before you throw the ball to them.
- Encouraging your team members.
- Keep trying your hardest even if your team falls behind on points.

This activity can be adapted in many ways including by lowering the number of points needed or changing the shape or size of the ball or moving the target closer.

Challenge 3

This activity involves team members throwing, passing and catching a tennis ball either over their head or between their legs, faster than the opposing team.

The rules of the challenge are:

- Team members should line up one behind the other, with all team members facing the same direction.
- On the teachers whistle the person at the front of the line should throw the ball over their head for the person behind them to catch.
- When the second person in the line has caught the ball they should pass the ball between their legs to the person standing behind them.
- This process carries on, with the ball being thrown and passed alternatively over the head or between the legs of team members, until the ball is in the hands of the team member at the back of the line.
- Once the person at the back of the line has the ball they will move to the front of the line and restart the process of the ball being thrown and passed over the shoulders and between the legs of the team members.
- This process continues until the person who was originally at the front of the line is back at the front of the line with the ball.
- All pupils should face forwards throughout the task.
- Any time that control of the ball is lost, all team members must freeze for five seconds.
- Once the five seconds is up, the pupil who lost control of the ball can collect it, move back to their position in the line and continue the task.

The task can be made easier by asking pupils to pass the ball, rather than throw the ball over their head. Alternatively it can be made more difficult by increasing the distance between pupils.

Challenge 4

This activity involves team members throwing and catching a tennis ball successfully over increasingly further distances.

The rules of the challenge are:

- Team members should line up behind the catching line, one behind the other, with all team members facing the throwing line.
- A ball for each team should be placed behind the throwing line (this line should be approximately 3-5m away from the catching line).

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- On the teachers command each pupil who is at the front of their team line should run to pick up their team ball. This pupil becomes person A. Facing their team ensuring they stay behind the throwing line person A should throw the ball to their team mate at the front of their team's line. Once their teammate has caught the ball, they then throw the ball back to person A and they sit down.
- Person A now throws the ball to the next person standing in the line. Once this person catches the ball and throws it back to person A they also sit down. This process continues until person A has passed and received the ball from each of their teammates and they are all sat down.
- Person A now places the ball on the floor and moves to the back of their team line.
- The pupil who is now at the front of their team line becomes person A and moves to behind the throwing line to restart the throwing and catching process.
- Anytime the ball is dropped everyone in the team has to stand up and whoever is currently person A at the time has to restart the process.

Finish the lesson with a class discussion around resilience. Revisit moments within Eric Liddell's timeline and the '*Uncle Eric Fact*', where Eric showed passion and resilience to keep trying to improve. You could use some of the following questions to prompt your discussions:

- Is being resilient a good trait to have?
- If you give up easily when working in a team, what effect could that have on the people in your team?
- Was there anything that anyone else in your team did that helped you to continue being resilient?
- Were there any points in today's class where you needed to be resilient?
- Can you give me an example of where you have needed to show resilience in the past?
- What was the outcome?