

Thinking skills

Special Needs:

ADHD and communication difficulties

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Hopscotch

A division of MA Education Ltd

Comprehensive lesson plans including SEN focus to develop:
Information-processing skills • Reasoning skills
• Enquiry skills • Creative thinking skills • Evaluation skills

Sporting superstars

Information-processing skills

Locating and collecting information

Other relevant thinking skills

- Enquiry skills: how to research
- Evaluation skills: evaluating information

Key skills

- Communication
- Information technology
- Working with others
- Problem solving

Subject links

- English
- ICT

Aims

- To locate and collect relevant details needed to answer a number of questions/write a short report/compile a bullet pointed list.
- To evaluate whether the information collected has been useful in helping them to learn and to answer questions.

Resources

Posters, video clips, books, magazines, CDs and access to the Internet.

Assessment

- Observe the way in which the children go about the task of locating and collecting information. Were they able to use a variety of resources?
- At the end of the lesson, go through the findings with the group to ascertain whether the information gathered was useful in answering the questions.
- Which did they think were the most useful resources?

Introduction

Begin with a general discussion about sportsmen and women and encourage individuals to talk briefly about any particular favourites. This task may be linked to a particular sporting event such as the Olympic or Commonwealth Games, the Wimbledon tennis championships, an international cricket or rugby series or a football world cup.

If sports personalities or teams are not considered to be of sufficient interest to members of the group, choose a topic which will appeal to them (see **SEN Focus**, below).

What to do

Tell the children they are going to collect the information necessary to enable them to answer several questions, write a short report or compile a list of bullet points about a sports personality or team. They will be given support firstly to decide what facts they need to locate and then to collect the information required. Depending on the abilities of the group members, this task can be undertaken as a group activity, individually or in pairs.

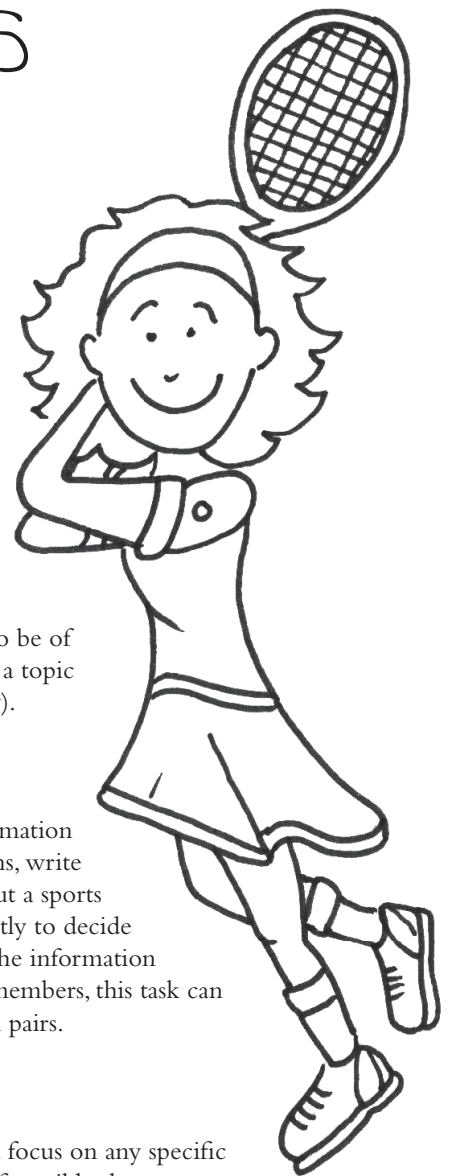
Working as a group

Continue the discussion on sports personalities and focus on any specific sporting event taking place at or around the time. If possible show any relevant pictures, posters (or TV and video clips if available) to the group before going on to select a particular sportsperson or team for them to study. By guiding the discussion, try to elicit ideas from the children as to what details they think they need to find out. Aim to identify a minimum of five or six questions. This number may be flexible, but ideally have enough questions so that each child has at least one particular question on which to focus.

It is likely that the children might already know some of the basic details about the chosen sportsperson (for example, what sport they play/what team or country they play for) or team (for example, what colour kit they wear/what league or division they are in) so try to set some slightly more challenging questions. It obviously depends what particular sport is involved but questions may include:

For a sportsperson:

- Personal information such as their age/where they were born/what position they play.
- Find out some details about how long they have been playing their sport and what training is involved. Have they played for any other teams? Or played any other sports?
- Can you find out when they last played or took part in their sport? Did they score? Did they win any medals?



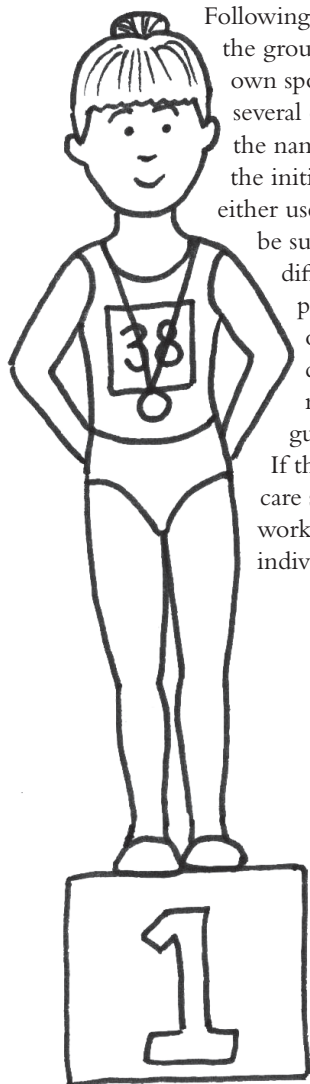
For a team:

- Has the team won any trophies?
- Which team did they last play against or when was the last major event they took part in? Where was it? What was the score? How many medals were won?
- When and where is their next match/event?
- What position are they in the league table (football, etc)? How many medals did they win at the last event (Olympic athletes)?

With guidance, the children collect the required pieces of information and pool their findings. They should each be given the opportunity to access any available CDs and the Internet as well as using relevant pre-selected books, magazines and other resources. Where appropriate you should model using indexes and contents pages. The details are then written (either by you or by individual children with support) onto a whiteboard or large flipchart or typed on to a Word document on a computer.

Finally guide a discussion about how the information has helped everyone to learn more about the subject and which were the most useful resources.

Working individually/in pairs



Following the demonstration of the process in the group, individuals can either choose their own sportsperson or team or select a card from several on which you have previously written the names of suitable people or teams. Following the initial discussion the children should either use the original five or six questions or be supported in identifying a number of different questions they need to answer. If possible make available relevant pictures or photographs that can be cut out or downloaded and added to individual reports. Some children will need more guidance than others.

If the children are to work in pairs, extra care should be taken in selecting partners to work together, based on your knowledge of individual difficulties and characteristics.

Extension activities/ further ideas

- If individual reports or lists have been compiled, these could be shared with the rest of the group and later put together to make a booklet.
- The same approach could be used with other topics – possibly linking in with other curricular areas, for example creative writing, history or science.



SEN Focus

Try to find out beforehand if individuals have an interest in a particular sport or sportsperson. Children who generally find it difficult to sustain attention are more able to focus on an activity which is of special interest to them. Make sure you use a variety of visual and interactive resources to appeal to a range of learning styles and be available to assist with reading where necessary.

For children who have difficulty in organising tasks and activities, this task provides support and practice in making decisions regarding what information is required. For those with handwriting difficulties, the use of either a pre-designed sheet with spaces for the answers, a bullet-pointed list or an oral report will cut down on the amount of writing required. A sheet designed as a Word document on the computer offers an alternative approach.