

Primary
Teacher's
Guide



Be the Best you can Be!



*'There is a spark of
greatness in everyone'
Dr. David Hemery CBE*



INTRODUCTION		3
THEME 1	Programme Launch A Special Speaker	8
THEME 2	Vision and Goals 2.1 Vision 2.2 Goals	10
THEME 3	Values	15
THEME 4	HOT Questions / Facilitation Coaching Questions for Awareness and Responsibility, GROW Model and Listening 4.1 Awareness and Responsibility through HOT/effective questions 4.2 Structuring HOT questions (GROW) 4.3 Listening	18
THEME 5	Personal Growth 5.1 Comfort Zones 5.2 Resilience	22
THEME 6	Personal Development 6.1 Body 6.2 Mind 6.3 Emotion 6.4 Spirit 6.5 Personal Alignment 6.6 Teamwork	26
THEME 7	Reflections, Celebration and Medallions 7.1 Reflections 7.2 Celebration and Medallions	36
APPENDICES	Appendix 1 Proposed Agenda for Programme Launch Appendix 2 Visualisation Exercise Appendix 3 GROW Model questions Appendix 4 Warm up Exercises designed by Rosalind Shuttleworth Appendix 5 Staff Development Day Workbook Appendix 6 Handouts - photocopying permitted	40 41 43 44 55 72
ACKNOWLEDGEMENTS		79

Dr David Hemery

Dr David Hemery CBE, the Founder of 21st Century Legacy – **Be the Best you can Be!** - is best known for his days in sport both as Olympic Champion and World Record Holder in the 400m hurdles and later three times winner of the BBC's Superstars.

Since then David has been a coach, teacher, leader and writer and after being President of UK Athletics, is now Vice-Chair of the British Olympic Association.

David received a BSc in Business Administration from Boston University, a Certificate of Education in Economics and RE from Oxford University, a Masters in International Education from Harvard and a Doctorate in Education and Social Psychology from Boston University. He is also the author of five books, including 'Sporting Excellence' and 'How to Help Children Find the Champion Within Themselves'.

Background to writing the Be the Best you can Be! Programme

David's academic studies in Education culminated with a Doctorate in Humanistic Education. Much of the philosophy comes from positive psychology. After teaching in School and University, for more than twenty years he has worked with Sport Coaches and Business Managers teaching Coaching Skills to help them unlock the potential in their performers. In the latter years Self-Managed Leadership, developed with Les Duggan, was added to this offering. Lord Coe, Chairman of London 2012 Olympics, made a request to David for a Legacy beyond the Olympic building development in London, which stimulated him to bring these offerings into the world of Education. With the help of others who have worked in Education for many years, the Secondary Programme was piloted in 2008 and has been refined each year since; the Primary offering rolled out from January 2012.

Why this Programme is so important today

One of the most important areas that the Charity would like to influence is to enhance the facilitation skills being used in Education. There is so much happening in the world today in terms of climatic disasters, economic disruption, political and social unrest and the speed of technological change, inevitably these will provide the next generation with huge challenges. Unless we enhance the agile thinking of our young people to be independent learners and creative thinkers, how can we expect them to respond constructively with such unknown situations?

The emphasis on facilitative questioning is to enhance the twin concepts of **awareness** and **responsibility** which provides the 'how to' of empowerment. These two concepts are intimately linked to performance improvement. Our belief is that an engaged happy child is more likely to achieve socially, physically and academically.

Dr David Hemery CBE
Founder of 21st Century Legacy
Be the Best you can Be!



Programme Overview

The **Be the Best you can Be!** Programme starts with a Staff Development Day for the teachers and staff and is followed by a Launch event with a Special Speaker. The Launch is followed by further themes to help young people discover and develop the skills they need to follow their dreams and begin their own successful journey. It is up to each School to decide when and how each theme is integrated into the curriculum. The Programme concludes with a Celebration event. An outline of these events and themes can be found opposite.

Our Programme provides a framework, with the student being the centre of our focus. Our intention is to provide the teachers with the opportunity to place what they are currently doing within a framework that supports each child to **Be the Best you can Be!**. This requires the young people to look at their physical, mental, social/emotional and spiritual way of being and to help them recognise steps they can take to enhance their performance in each area.

Questions from teachers and peers will encourage and challenge young people to take ownership of their next steps to make a positive difference in their own lives. This process is referred to as coaching which may at times include providing suggestions and sharing experiences but we encourage staff to generate thought within young people. If we are truly preparing young people to deal with our complex world in the future, this role of making them **more aware** and **more responsible** is a vital process. If we do not do this, who, in the future, is going to deal with our global economic, social, political, spiritual and geophysical issues?

Independent Evaluation of the **Be the Best you can Be!** Programme by Bath University showed increased aspiration and increased self-confidence in young people, both essential qualities for higher achievement.

Programme Flexibility

The themes provide a holistic focus for the personal development of each pupil and may be selected in any sequence to suit you and your School. Our recommendation is that these themes are spread over one – two terms.

Every theme has a variety of suggested exercises. Please do not feel obliged to run all of these, however we encourage you to select as many as you wish in order to do justice to each theme.

The flexibility of the Programme enables teachers to design a learning journey that provides a foundation for planning activities that meet the individual needs of their young people. The themes have been set out to give a suggested structure to the Programme, so that activities may be extended and revisited, with Teachers adding their unique touch to make them personally relevant to their pupils. The overall intention is to **inspire, engage** and **empower** the young people to 'Be the Best they can Be'.

Reflections,
Celebrations
& Medallions

Choices &
consequences

Self-
responsibility

Self-
awareness

Programme Themes

1. The Programme is **launched** with a visit from a Special Speaker e.g. an **inspirational Olympian or Paralympian**. Hearing their story and the challenges they faced, as well as the hard work and dedication required, provides an excellent role model for young people. There is then a review of the **qualities** and **values** required on a successful personal journey. From this each pupil can develop their own **Success Map**.
2. Following a discussion of the meaning of long and short term **goals**, a **visioning** exercise helps the pupils to explore their own dreams and ambitions. These will become their goals, thereafter challenging them to take responsibility for the necessary steps to get there. These goals, together with those of the staff, can be put on a **Dream Wall** in each classroom. It would be great if the goals of Teaching Assistants, Caretakers and the Admin Team etc. are included.
3. **Values**. The young people explore the meaning and associated behaviours of the Olympic and Paralympic Values. This section provides an opportunity for pupils to understand personal values and recognise how these are linked to behaviour.
4. Pupils are encouraged to support and challenge each other's aims by using **HOT** (Higher Order Thinking) questions to instil greater **self-awareness** and **self-responsibility**. This is the 'how to' of **empowerment**.
5. Personal growth is addressed by exploring the meaning of **Comfort Zones** and how valuable it is to explore new possibilities. These will be challenged in times of adversity. Everyone will have to face set-backs and traumas in their lives, a valuable process is explored to help pupils understand how to be resilient.
6. The young people are encouraged to look at themselves holistically and understand how valuable it is to have the following in **alignment** in order to 'Be the Best they can Be'...
 - i. **Body** – personal health, nutrition, physical challenges, use of time etc.
 - ii. **Mind** – focus, prioritising, Mind Maps etc.
 - iii. **Emotion** – understanding, labelling and being able to manage various feelings.
 - iv. **Spirit** – recognising what it means to make a positive difference.
7. Following **reflections** and some form of presentation of the pupils' personal development journey, a **Celebration** of their progress is recognised by awarding them with **Royal Mint Medallions**.

Programme Aims for Pupils

- Increasing self-confidence and aspirations
- Inspiring engagement with the ethos and values of the Olympics, while harnessing the Olympian spirit to 'Be the Best they can Be'
- Providing new skills to support and challenge dreams and aspirations
- Awakening their potential by enabling the development of their personal strengths and capabilities, raising awareness and taking responsibility for their future opportunity and choices
- Developing confidence and self-respect to become more aware and appreciative of skills and qualities and a willingness to speak out and share personal thoughts and feelings
- Enhancing resilience and creating greater ability to deal with disappointment and to bounce back from set-backs
- Recognising the need for, and benefit of, how to be safe, regular exercise, good nutrition, skill mastery and how to respond to physical challenges
- Learning to become independent thinkers and the courage to say no to bullying and peer pressure
- Learning to work collaboratively
- Encouraging and motivating each other to pursue their personal development

Programme Aims for Teachers and Schools

- The **Be the Best you can Be!** programme provides a framework to help Schools deliver personalised learning, raise standards and encourages effective high quality learning
- To support the ethos and culture of each School through an aspirational Programme of self-development
- To create a legacy of enhanced child-centred coaching/facilitation to help pupils realise their potential
- To inspire, engage and empower teachers to 'Be the Best they can Be' in their dealings with pupils - being Guardians of the Flame

An Example of a Planning Outline

Foundation for Planning a *Be the Best you can Be!* Lesson

Each session can begin with a circle time activity to create a relaxed and friendly environment before commencing suggested exercises. The circle time provides an opportunity for supportive listening, feeling empathy and acquiring a language for sharing feelings and ideas. Through these activities the pupils have the opportunity to interact with others in their class, reinforcing the special bond of friendship and team work within a class and promoting inclusion.

Following the circle time activity, an opportunity could be provided for a Speaking and Listening activity for children to share their thoughts, views and opinions, and support the development of children's emotional literacy. This leads on to the main activity which looks to develop or practise an aspect of the Programme. We suggest the lesson concludes with a plenary that enables the children to reflect on their learning experience and share their achievements.

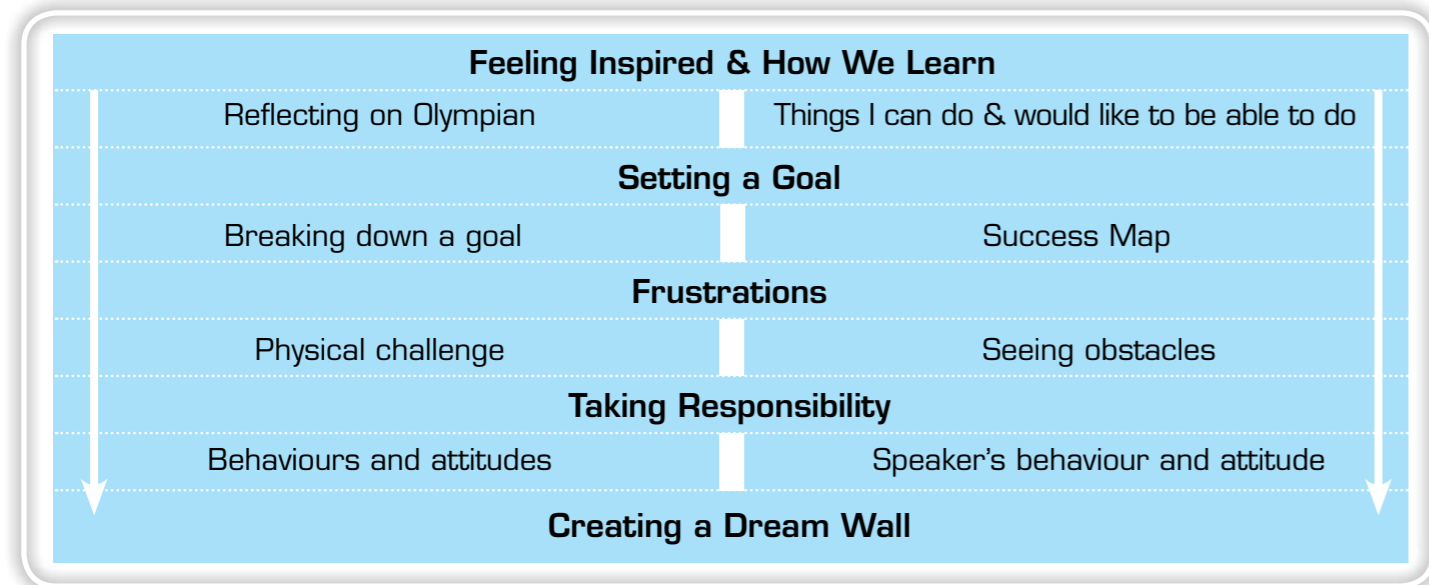
Be the Best you can Be! suggested circle time activities;

- Throwing bean bags at a target
- Ros Shuttleworth's activities (see Appendix 4)
- Open-ended questions

KS1 example



KS2 example



Some IMPORTANT items to read before reviewing or running the Programme ...

THE CHALLENGE TO FOLLOW DREAMS

Although the catalyst for this Programme has been the London 2012 Olympics and we are using Olympians and Paralympians as our Special Speakers, please note that this Programme is not primarily about Sport and Physical Development. Our Speakers are intended to **inspire** and then **challenge** the young people **to follow their own dreams in their own areas of interest**.

CONFIDENTIALITY

This is a reminder that pupils may share matters that are personal, private or sensitive and we trust that Teachers will convey the need for mutual respect to keep that information in the classroom. One exception would be if the Teacher felt someone was not safe in which case they would need to speak to the Headteacher.

OLDER CHILDREN

We encourage you to have pupils peer coach at the end of each element of the programme. This should enable clarity of what pupils wish to achieve in each theme area and to establish what action step(s) they will take to move in a constructive direction towards their goals.

EDUCATIONAL ALIGNMENT

The *Be the Best you can Be!* Programme supports existing educational focuses such as Every Child Matters, SEAL, PHSE, PE, Opening Minds, Learning to Learn, National Curriculum and supports evidence of impact for Ofsted in the area of Social, Moral, Spiritual and Cultural Development.

STAFF DEVELOPMENT DAY (Enhanced Facilitation Skills)

Every conversation we have with a pupil, parent or staff member will be unique. Therefore our capacity to truly listen and find the most appropriate effective question is a never-ending challenge. Although 'questioning and listening' is done well by most Primary Teachers and some will have had experience in HOT (Higher Order Thinking) questions, there are always more advanced levels to which this skill can be brought. With young people today being able to Google more than any of us can know, the advancement in our **coaching /facilitation skills is essential for unlocking more of our pupil's potential**. The purpose of our questions is to increase the **self-awareness** and **self-responsibility** of our young people

and this session provides enrichment and greater understanding of this skill.

The two qualities of **awareness** and **responsibility** are recognised in all High Achievers and the application of these qualities can be advanced in each theme.

Some experienced staff members may think it odd that development time should be given to the skill of questioning and listening. The reason that the Charity believes so strongly in this is the challenge to become exceptional even if one is great. The best in sport e.g. Federer, Djokovic, Hamilton, Wilkinson and Beckham all have Coaches because they know there is another level they can reach. The quality, sensitivity and creativity of our questioning skills are something that can be endlessly developed. We have said that the intent of our questions is to raise **awareness** and generate **responsibility** in the pupils, however the bottom line is that facilitation is the "how to" of **empowerment**. Teachers as good role models will be invaluable for your pupils.

THEME BASED QUESTIONING

Building on the item above, regarding the importance of questions that raise **awareness** and **responsibility**, please find at the beginning of each new theme, examples of the types of questions you might ask to help the young people increase their conscious thinking. These do not precede the exercises but are for the Teacher's reference as potential effective HOT questions.

FLEXIBLE USE OF THE EXERCISES

It is intended that the exercises under each Theme provide a variety of possibilities. Depending on the time and capability of the pupils, each Teacher is encouraged to determine for themselves which and how many of the exercises they wish to use.

PRIOR TO THE LAUNCH WITH SPECIAL SPEAKER

As the catalyst for this project is the 2012 Olympics, our Special Speaker will be an Olympian or Paralympian. The intent is to have young people hear what it takes to achieve something significant. This will include *courage, sustained effort, risk-taking, a willingness to come back from set-backs, flexibility, appreciation of support and a willingness to take personal responsibility for what happens in life*.

Prior to the Special Speaker's visit the pupils should have the opportunity to research their Special Speaker, for example using the internet to find out what they have achieved, where they come from, etc. The young people may wish to discuss how this person may be considered a role model, after which they may discuss and describe other high achievers whom they wish to aspire to and why.

The pupils could compose some questions for the Olympian or Paralympian to answer, which could be recorded by an adult and shared in the next *Be The Best You Can Be!* lesson.

- A useful resource: www.olympic.org/

We also request that Schools arrange resources in advance for Exercise 1 in Theme 1 – Dream Folder / Scrapbook.

We suggest that these can be personalised by the pupils as part of the Programme Launch. These could also be given in advance to keep together any research and questions about the Special Speaker. The form / quality of the folders / scrapbooks is up to each School to choose.

PERSONAL DEVELOPMENT PROFILE

The pupils selected to take part in the *Be the Best you can Be!* Programme and receive the Medallion at the Celebration event, also have access to their very own Personal Development Profile (PDP). The PDP is a series of statements where the pupils are asked to decide how much they agree or disagree with each one. The statements include:

- ▶ I make a positive difference to those around me in School
- ▶ I am willing to try new things even if I find them difficult at first
- ▶ I can see myself succeeding in life
- ▶ I see School as relevant in achieving my goals in life

The statements are intended to focus each child's attention on important qualities that are highlighted throughout the Programme and which will help them 'Be the Best they can Be'. By completing the PDP, each child will also be able to follow and celebrate their progress during the *Be the Best you can Be!* Programme and identify areas that they would like to take more responsibility for in their journey towards being the best they can be.

The PDP is available online and in paper form. We recommend that your pupils complete the PDP on **three** occasions:

- before the Launch,
- midway through the Programme (e.g. at the end of the first term)
- and at the end/after the Celebration event (e.g. during the following term).

The pupils engage with the Programme, we hope that their PDP will reflect the progress they have made.

The 21st Century Legacy team will send details to the Programme Leader on how the PDP resource can be accessed and used.



**EXERCISE 11
Dream Wall**

Significant benefit has come from each classroom establishing a Dream Wall. Some illustrations of these can be found above – on one the class is seen on a rocket heading for the stars, on another, not illustrated, the theme of American Indians was used with each student making a dream-catcher and putting their own dreams on the feathers.

In creating a Dream Wall ask your pupils to create a picture, collage or model to represent the journey they are going to embark upon to achieve their dream goal. The Dream Wall provides pupils with the opportunity to visualise and share their dreams and ambitions. It gives visibility to their aspirations and allows teachers and peers to provide support.

Teachers and teaching assistants should also share their own dreams to help build a strong relationship with their pupils so that they realise that their teachers also have dreams and ambitions. It is important that we encourage our pupils to have ambitious dreams as anything is possible, irrespective of their current situation.

As the year progresses and the young people take the small steps that are helping them edge closer towards their goal, the dream wall becomes a working wall, for pupils and staff to add achievements and success, so that the pupils are constantly reminded of their goal and have the opportunity to celebrate each achievement, no matter how large or small.



Top class athletes try to live according to a set of beliefs and values that help them to 'Be the Best they can Be'

SAMPLE QUESTIONS

- What is your understanding of the Olympic and Paralympic Values?
- How well do you understand your own values?
- How clear are you about the link between values and behaviour?

INTENT

- To explore the meaning of Olympic and Paralympic Values
- To identify personal values
- To understand the benefit of living by a set of values
- To know how to live values through behaviour
- This section provides an opportunity for teachers to explore values and why it is important to recognise that these are linked to our behaviour.

LEARNING OUTCOMES

- I can tell you about my values
- I can tell you about the Olympic and/or the Paralympic values
- I can describe my personal values and say why they are important
- I can name Olympic and/ or Paralympic Values and say why values are important
- I can name the Olympic and/or Paralympic Values
- I can describe my personal values and say how they affect my behavior
- I can name the Olympic and Paralympic values and say why they are important
- I can explain & describe my personal values & understand why they are important
- I can describe the Olympic and Paralympic Values and explain their importance
- I can describe my personal values and explain how they affect the choices I make
- I can give explain how values affect our choices and demonstrate my personal values through my behaviour
- I can describe my personal values and give reasoning for their importance in my life.

The Importance of Values

It takes more than being a brilliant sports man or woman to become an Olympian or Paralympian. Top class athletes try to live according to a set of beliefs and values that help them to 'Be the Best they can Be' and to respect other competitors. Our values influence our behaviour and the choices we make.

**EXERCISE 1
Living Values**

Begin by asking your pupils to think about the word 'value' and what it means to them, following on from which it will be possible to explore the Olympic and Paralympic values. You could introduce these values by encouraging the young people to predict what they think the values might be and to give reasons for their answers. Building on this, you could encourage your young people to work in groups to role play one or more of the values, which will enable discussion for the behaviours, i.e. how the value affects behaviour.

**EXERCISE 2
Understanding Olympic and Paralympic Values**

Please ask your pupils to reflect on the potential meaning of these Olympic and Paralympic Values. *The pupils' understanding and ownership will come from their reflection, so please allow considerable time before offering any of the examples below.*

OLYMPIC VALUES

- Friendship** – e.g. Being supportive and challenging, sharing, being kind, being helpful, giving, understanding, etc.
- Respect** – e.g. Listening to the views of others, avoiding interruption, valuing differences, appreciating the contributions of others, giving time and full attention, etc.
- Excellence** – e.g. 'Being the Best you can Be', willingness to try new things, never

giving up, developing skillfulness, setting high standards, etc.

PARALYMPIC VALUES

Courage – e.g. Trying new things even when apprehensive, extending comfort zones, taking risks, daring to be brave, etc.

Determination – e.g. Keep going when times are difficult, never giving up, single-mindedness, applying personal drive, etc.

Inspiration – e.g. Finding self-motivation, being energised to act, striving for success, generating positive ideas, etc.

Equality – e.g. Being fair, avoiding injustice, offering the same opportunities to all, ensuring a 'level playing field' for all, etc.

**EXERCISE 3
Additional Values**

Once the Olympic and Paralympic values have been introduced along with their importance and impact, begin to encourage your pupils to think about other values that they think are important. Working in pairs or small groups, inform your pupils that today they are going to be working for the Olympic and Paralympic committee, where they will present a new Olympic or Paralympic value. Encourage your pupils to think carefully about what their value will be, why their value is important and how it will enhance people's lives. You could then hold a class debate or vote as you quiz each team to find the most powerful new value.

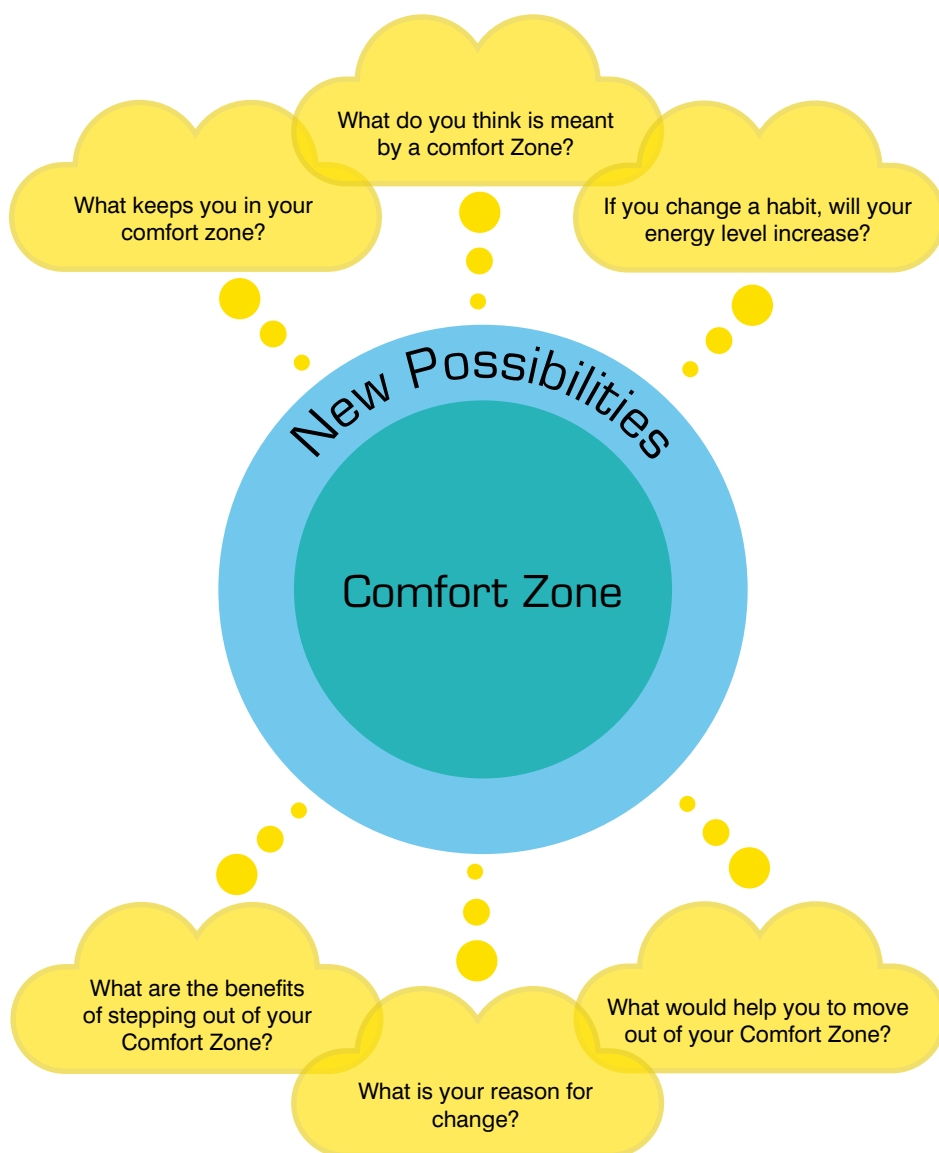
SAMPLE QUESTIONS

What is the benefit of extending our Comfort Zones?

What will it take for you to step out of your Comfort Zone and try something new?

How clear are you about the meaning and value of resilience?

What situations require resilience?



5.1 COMFORT ZONES

INTENT

- To understand the meaning of the term Comfort Zone
- To recognise the need to step out of a Comfort Zone in order to 'Be the Best they can Be' e.g. a willingness to share personal opinions and dreams in class
- To recognise what holds us back from trying new things
- To see the benefits of taking risks and the first step
- To recognise the power of habits and to discover the benefits when we challenge ourselves to break free of their constraints

LEARNING OUTCOMES

- I can recognize and say when I find something difficult or hard, and tell you how I feel
- I can tell you about a time I tried something new and how I felt
- I know some ways to help me overcome my frustration
- I can tell you about a time when something stopped me from trying something new and how I overcame it
- I can tell you what a comfort zone is
- I know the benefits of taking a risk and can tell you about the first step I took towards a goal
- I can describe a time when I found something difficult and explain why
- I can move myself out of my comfort zone to try something new
- I am aware of my comfort zone and can tell you what steps I need to take in order to 'Be the Best that I can Be'
- I am aware of how I feel in my comfort zone and I can describe the benefits of exploring new possibilities
- I can recognize what holds me back from trying new things
- I can tell you about the benefits of trying something new and describe a time when I stepped out of my comfort zone

What is a Comfort Zone?

Whether we intend to or not, habits form in all of us. Sometime it can be useful to challenge ourselves to try new things. This can be risky but an ideal opportunity to grow. A change in perspective can be useful moving from a win/lose mind-set to win/learn. Most adults will recognise that we learn far more from losses or difficult



7.2 CELEBRATION AND MEDALLIONS

INTENT

- To give recognition to each pupil and the class as a whole for their progress towards 'Being the Best they can Be'
- To encourage never-ending progress
- To generate some form of Celebration Activity

LEARNING OUTCOMES

- I can tell you about something I have done that I am proud of and how I am becoming 'the Best that I can Be'
- I can describe my achievements and how I am 'the Best that I can Be'
- I can describe how I am 'the Best that I can Be'
- I can visualise my goal and make choices that will help me to be 'the Best that I can Be'

- My choices reflect how I am being 'the Best that I can Be'
- I can demonstrate 'Being the Best I can Be'

For the Teachers running this Programme for year groups who are not receiving Medallions, please find some way in which you and your class can celebrate what your pupils have achieved. This might take place in your classroom or, if appropriate, within an assembly. Recognition and acknowledgement of simple achievements can go a long way in boosting self-esteem. Many young people have never received a certificate or an award in the whole of their school life. This is an opportunity to acknowledge effort and lift self-confidence.

If your class is one of the lucky ones to receive the **Royal Mint Medallions**, you might like to consider how these will be presented. Some schools use the end of term Prize Giving day. Whatever you decide we would like you to consider having

someone with whom your pupils can easily identify - a local hero or perhaps an old pupil who has done well. It needs to be someone who can inspire your young people to sustain their efforts to 'Be the Best they can Be'.

EXERCISE 1 Presentation

From the work in the Reflection section there may be some posters, drawings, activities or words which might be used as part of the Celebration presentation. You might like your pupils to collaborate to make some form of presentation to the class or even at a School Assembly. This could be in the form of a play, song, drawings, poetry or a story etc.

Warm-up Exercise Programme explained

The aim of warm up for the physical exercise part of the Programme is to get children to achieve normal movement as effortlessly as possible through simple fun exercises.

Lifestyles these days tend to be more sedentary than previous generations and thus we are becoming less mobile and some becoming 'chair-shaped'! Consequently we suffer discomfort in daily life and/or underperform in our chosen sports.

Ideally for normal, efficient movement we need full mobility of our nerves and joints, and an ability to move our ribs and pelvis in different directions (dissociation) under full dynamic control from our core muscles.

This programme is designed to include the Warm Up, a choice of **one** of Sessions 1-4, followed by the Warm Down.

