

# STRIKING OUT

INSPIRED BY THE STORY OF THE **SUPERSTAR STRIKER IAN WRIGHT**

## 'STRIKING OUT' BY IAN WRIGHT AND MUSA OKWONGA LESSON PLANS

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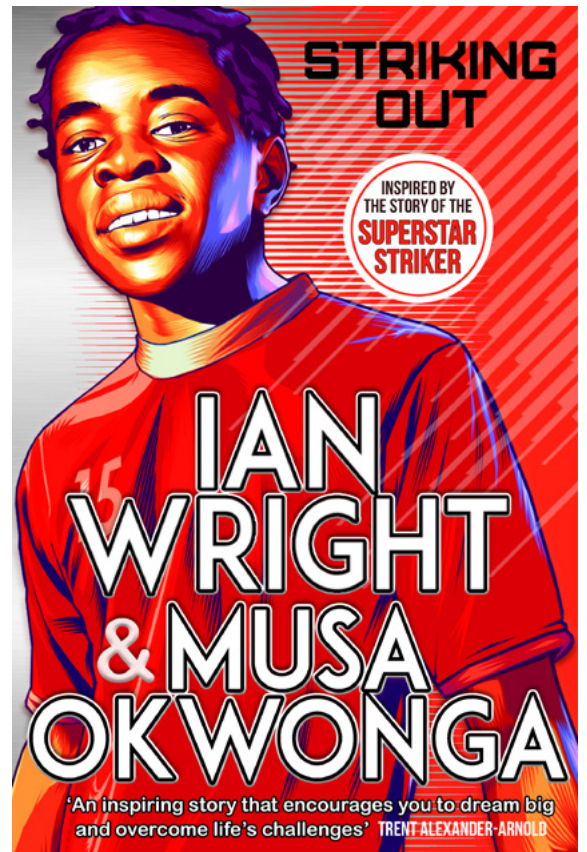
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## 'STRIKING OUT' LESSON PLAN 1 UKS2/KS3

Curriculum Links - see page 7

### 'Striking Out' Lesson Plan 1 UKS2/KS3

#### Objectives

- To understand the importance of practice drills to improve technique
- To recognise how to break down a skill into parts and build it back up again
- To recognise how to implement a practice drill into a small sided game

#### Outcomes

Children will be able to create, plan and undertake football drills focusing on defending, attacking, tackling and shooting

#### Resources

'Striking Out' book

Resource Sheet 1 - 'Drill model'

Resource sheet 2 - 'My drill ideas'

*At several points in the book the author focuses on training that is taking place where Jerome is attending. Chapter 9; pages 90-94, Chapter 12; pages 115-118, Chapter 20; pages 205-211 (this last one focuses on Jerome training with Ian Wright himself and Seb the Crystal Palace goalkeeper). This lesson can be used at any of those points.*

#### Lead in

Read one of the above sections of the book and discuss with the children why even professional footballers (and other sportspeople in other sports) undertake practice drills. Explore the idea of 'muscle memory' allowing the body to react automatically in stressful situations, e.g. in the book Jerome was able to fool the goalkeeper because he'd practiced so much.

Show the children **Resource Sheet 1 - 'Drill model'**. This is an example of what the main task is. What do they notice about it? It is a bit like a map in that it has a key for different parts of the diagram and only uses words where it is absolutely necessary.

#### Task

Having shown the children **Resource Sheet 1**, they need to work in pairs to create 4 different football drills. Each one should focus on one aspect of a game; Defending, Attacking, Tackling, Shooting. It is important at this stage to emphasise that the aim of the drill is to focus on that part of the game **ONLY** e.g. if it is a focus on defending then the attacker is merely setting up the defensive drill to work, not try to evade the person. They need to decide the following;

- Equipment needed (hoops, number of footballs, cones etc...)
- Size of space to work in (10m x 10m square or smaller etc...)
- Will it be a timed drill?
- Number of people involved

Using **Resource Sheet 2 - 'My drill ideas'**, the children should draw and annotate their diagrams. They can use blank sheets of A4 using the resource sheet as a guide if they wish. The diagrams should explain what the aim is and be able to be followed by someone else without instruction.

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## 'STRIKING OUT' LESSON PLAN 1 UKS2/KS3

Continued...

### **Extension**

In a PE lesson the children can become the teacher and deliver some of their drills to each other. This could then lead to a small sided game where they put some of the drills into a 3x3 or 5x5 game situation.

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## 'STRIKING OUT' LESSON PLAN 2 UKS2/KS3

### 'Striking Out' Lesson Plan 2 UKS2/KS3

#### Objectives

- To understand what constitutes a healthy diet
- To explore marketing and advertising a product/food type

#### Outcomes

Children will be able to produce various media advertising a product using persuasive language

#### Resources

'Striking Out' book

Resource Sheet 1 - 'My special meal'

Resource Sheet 2 - 'You can't resist it!'

Resource sheet 3 - 'TV/Radio advert plan'

#### Lead in

Read part of chapter 12, pages 119/120 which are all about how Jerome's makes a Jamaican stew that his friend Darius thinks he could sell. Discuss with the children what might make his stew so special. The emphasis here is that because Jerome has Jamaican heritage the people he now goes to school with may not have tasted such food before so may find it 'exotic'.

Using **Resource Sheet 1 - 'My special meal'**, get the children to come up with their own 'special meal'. What would it contain, what makes it special e.g. Granny's Secret Apple Crumble. It could be their favourite food or a meal that has special meaning to them personally.

*If time and/or resources permit, the children can make their meal and share this with each other.*

#### Task

Re-read pages 119/120 where Darius thinks that Jerome could sell his stew. What ways might he look to promote his new product if he did? Discuss with the children the ways in which advertising is undertaken; print media (poster), radio/TV adverts, social media posts etc...

Using **Resource Sheet 2 - 'You can't resist it!'** the children can create a print poster/advertising billboard, etc... to promote the product. Think about what it should include to draw the person in:

- **Name** - share the name of the item you are advertising.
- **Statement** - what is it
- **Persuasive language** - why would someone want it?
- **Catchy slogan** - use alliteration or something memorable
- **Hyperbole** - exaggerate 'the world's best...'
- **Rhetorical questions** - Have you ever wanted the best food in the world?
- **Customer review** - 5 stars - would eat it again and again!

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## ‘STRIKING OUT’ LESSON PLAN 2 UKS2/KS3

Continued...

### **Extension**

Having created a print media version of the advert the children could then work in pairs/groups to create either a 30 second radio or TV advert for their special meal. Use resource sheet 3, ‘TV/Radio advert plan’, to think about the elements that need to go into it, step by step. Encourage the children to write a script and time themselves so they get the timing correct. Use the same kinds of technique as the poster but verbally and/or visually. Once complete play/show them to the class so they can compare their products.

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## 'STRIKING OUT' LESSON PLAN 3 UKS2/KS3

### 'Striking Out' Lesson Plan 2 UKS2/KS3

*The themes in this lesson centre around bullying, racism and unkind actions. As a consequence, this needs to be handled sensitively and any discussions will need care to allow children to express their feelings and potential own experiences in a safe space. The pastoral teams of the school may need pre warning of the themes this lesson contains.*

### Objectives

- To explore empathy towards others
- To understand how unkind and kind acts can change behaviours and attitudes
- To understand friendship

### Outcomes

Children will be able to empathise with a character and explain their feelings during significant events in the character's life.

### Resources

'Striking Out' book

Resource Sheet 1 - 'Feelings'

Resource sheet 2 - 'Conscience Alley'

Resource sheet 3 - 'A Problem Shared'

### Lead in

Read chapter 13 up to \*\*\* on page 134 and how excited Jerome was to be receiving all the attention and why. Discuss with the children how Jerome felt and then discuss a time when they have had something amazing/exciting/unusual (in a good way) happen to them and how this made them feel. Use **Resource Sheet 1 - 'Feelings'**, to mindmap the events up to page 134, concentrating on how these events made Jerome feel.

As a whole class, read the rest of chapter 13. Discuss with the children what was happening to Jerome during training and why it might have been happening. Discuss whether the actions of the boys towards Jerome were justified or not. Read chapter 14 up to \*\*\* on page 142 and discuss the change towards Jerome from the boys.

Discuss how Jerome might have been feeling at this time and add this to **Resource Sheet 1** in different colours, one colour showing how Jerome felt during the training session and another how he felt being picked for the team and how the boys had seemingly changed their attitudes towards him.

Read the rest of chapter 14 and discuss as a whole class why this change of attitude might have occurred. (Key: it is important to draw out that some attitudes may change but also that some attitudes may have an ulterior motive and why this might be the case.)

### Task

As a whole class read chapter 15-18 and discuss the events that have happened both at the weekend away and what happened in school on the return. Why did Jerome leave school? (Key: how his negative thoughts affected him and how it made him react as a result.)

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## 'STRIKING OUT' LESSON PLAN 3 UKS2/KS3

Continued...

Use **Resource Sheet 2 - 'Conscience Alley'**, get the children to record the negative thoughts that Jerome shared in these chapters. The children can add some of their own ideas as to the thoughts that Jerome might be having at this time. The children then need to concentrate on some positive thoughts to counteract the negative ones and record this on **Resource Sheet 2**. The children then need positive and negative solutions/consequences to Jerome's dilemma of not belonging and running away, e.g. if you run away you won't need to face Ian Wright and your mum, however, you won't fulfil your dream of being a footballer.

The children then need to conduct two physical conscience alleys, firstly showing Jerome's feelings of not belonging and not being good enough, and secondly providing Jerome with advice about how he is feeling, e.g. if you don't stay at the school, you will never fulfil your dream, etc...

***Conscience alley is where a group is divided into two lines and these two lines then face each other. Somebody (a child, teacher or additional adult) takes the character's role. This person walks down the gap between the lines. The two lines speak out what the character is feeling or what is in their conscience. One line may represent the positive aspects of the character's dilemma and the other line may represent the negative aspects.***

### **Extension**

Read the rest of the book with the children and discuss how things start looking up for Jerome. Discuss how on page 247 Jerome shares the real reason why he felt the way he did and then acted as he did as a result. Discuss what lessons the children might learn from Jerome sharing and the reaction of those around him who cared for him. Is it good to hide things or is it better to be open about events in the children's lives? *(At this stage it might be important to discuss how routes in the school pastoral systems can be used to help, especially when children are finding things challenging.)*

Using **Resource Sheet 3 - 'A Problem Shared'**, the children need to write a list of things that might help Jerome to find solutions and help during his difficult circumstances. The children could write as if they are an older successful footballer Jerome writing to his 13 year old self.

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## UKS2 CURRICULUM LINKS FOR 'STRIKING OUT'

### ENGLISH

#### **KS2 English: Pupils should be taught to:**

##### **Reading Comprehension:**

- maintain positive attitudes to reading and understanding of what they read.
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- distinguish between statements of fact and opinion.
- retrieve, record, and present information from non-fiction.
- participate in discussions about books that are read to them and those they can read for themselves building on their own and others' ideas and challenging views courteously.
- provide reasoned justifications for their views.

##### **Writing:**

- plan their writing.
- draft and write.
- evaluate and edit.
- proof-read for spelling and punctuation errors.
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

##### **Vocabulary, Grammar and Punctuation:**

- develop understanding of the concepts of writing.
- indicate grammatical and other features of writing.
- use and understand grammatical terminology.

#### **KS3 English: Pupils should be taught to:**

##### **Reading:**

- develop an appreciation for and love of reading and reading increasingly challenging material independently.
- understand increasingly challenging texts.
- read critically.

##### **Writing:**

- write accurately, fluently, effectively, and at length for pleasure and information.
- plan, draft, edit, and proof-read.

##### **Grammar and Vocabulary:**

- consolidate and build on their knowledge of grammar and vocabulary.

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## UKS2 CURRICULUM LINKS FOR 'STRIKING OUT'

Continued...

### PE

#### **KS2 PE: Pupils should be taught to:**

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

#### **KS3 PE: Pupils should be taught to:**

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
- perform dances using advanced dance techniques within a range of dance styles and forms
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- take part in competitive sports and activities outside school through community links or sports clubs.

### PSHE

#### **KS2 PSHE: Pupils should be taught to:**

**H1.** how to make informed decisions about health

**H2.** about the elements of a balanced, healthy lifestyle

**H3.** about choices that support a healthy lifestyle, and recognise what might influence these

**H4.** how to recognise that habits can have both positive and negative effects on a healthy lifestyle

**H5.** about what good physical health means; how to recognise early signs of physical illness

**H6.** about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.

**H7.** how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle

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## UKS2 CURRICULUM LINKS FOR 'STRIKING OUT'

Continued...

**H8.** about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn

**H15.** that mental health, just like physical health, is part of daily life; the importance of taking care of mental health

**H16.** about strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing

**H17.** to recognise that feelings can change over time and range in intensity

**H18.** about everyday things that affect feelings and the importance of expressing feelings

**H19.** a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;

**H20.** strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

**H21.** to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others

**H22.** to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult

**H23.** about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement

**H24.** problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

**R10.** about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

**R11.** what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

**R13.** the importance of seeking support if feeling lonely or excluded

**R14.** that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

**R15.** strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others

**R16.** how friendships can change over time, about making new friends and the benefits of having different types of friends

**R17.** that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

**R18.** to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

Continued...

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## UKS2 CURRICULUM LINKS FOR 'STRIKING OUT'

Continued...

**R19.** about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

**R20.** strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

**R21.** about discrimination: what it means and how to challenge it

### **KS3 PSHE: Pupils should be taught to:**

**H1.** how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing

**H2.** to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)

**H3.** the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health

**H4.** simple strategies to help build resilience to negative opinions, judgements and comments

**H5.** to recognise and manage internal and external influences on decisions which affect health and wellbeing

**H6.** how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary

**H7.** the characteristics of mental and emotional health and strategies for managing these

**H8.** the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns

**H9.** strategies to understand and build resilience, as well as how to respond to disappointments and setbacks

**H10.** a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support

**H13.** the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities

**H14.** the benefits of physical activity and exercise for physical and mental health and wellbeing

**H15.** the importance of sleep and strategies to maintain good quality sleep

**H16.** to recognise and manage what influences their choices about physical activity

**H17.** the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices

**H18.** what might influence decisions about eating a balanced diet and strategies to manage eating choices

**H19.** the importance of taking increased responsibility for their own physical health

**R9.** to clarify and develop personal values in friendships, love and sexual relationships

**R10.** the importance of trust in relationships and the behaviours that can undermine or build trust

**R13.** how to safely and responsibly form, maintain and manage positive relationships, including online

Continued...

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## UKS2 CURRICULUM LINKS FOR 'STRIKING OUT'

Continued...

**R14.** the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)

**R15.** to further develop and rehearse the skills of team working

**R16.** to further develop the skills of active listening, clear communication, negotiation and compromise

**R18.** to manage the strong feelings that relationships can cause (including sexual attraction)

**R19.** to develop conflict management skills and strategies to reconcile after disagreements

**R21.** how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships