

Theme:

Winning and losing

Topic 1:

Does winning = success and losing = failure?

Goals:

To understand that winning and losing are not finite terms and that winning does not always mean complete success and losing does not mean complete failure.

Scoring:

Score by...

a) Working towards a good definition of winning and losing

b) Understand that people may have different opinions as to what constitutes a winner and a loser

Does winning = success and losing = failure?

Lesson plan

Warm-up:

Either:

a) With video

Watch the video clip *Winning and Losing* [montage of video clips from the Champions League and Europa League showing winners and losers and the clear emotions attached. If possible, show 'good winners' i.e. someone consoling a player who has lost, and 'good losers' i.e. players applauding the winners] and talk about who were the winners and who were the losers in the video.

b) Without video

Talk about who were the winners and losers of:

- The Champions League
- The National League
- The National Cup
- TV talent show competitions

1st Half:

a) In groups, fill the first table on the activity sheet: make a list of 5 winners *and* 5 losers from any form of competition.

Try to get the children to include teams and individuals from local, national and international competitions.

b) Get the children to swap their activity sheet with another group.

Fill in the second table on the activity sheet. The children should pick two winners and two losers from the first table. Ask the children to try and pick one or two from the top table where they disagree with the first group's assessment of that individual/team e.g. where a team/individual is labelled as a loser in the first table, but they disagree. Ask the children to fill in the final two columns of the table, indicating whether they agree with the verdict of the first group and why they either agree or disagree.

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Lesson plan

The aim here is for the children to see that winning and losing can be a matter of opinion and dependent on circumstance. It also starts to get them thinking about what defines winning and losing - and that isn't an easy thing to do!

Half-Time

Discuss with the children the results of the first half and work on a class definition of winning and losing.

2nd Half

Either

a) With online access

Play 'All-Star Line-up' game at www.uefagrassrootsday.com.

Discuss with the children about how that activity has changed their definitions of winning and losing.

b) Without online access

Print the 'Learning to Win' board game resource sheet out onto card.

Cut out the board, counter and spinner.

To prepare the spinner, gently push a pencil through the marked hole in the centre (you should do this)

Print out the 'Learning to Win Rules' resource sheet.

Divide the children into groups of 2-4.

One child has the rules and must not show them to the others.

Tell the children the basics of the game:

1. The counter represents a footballer with a ball
2. The aim of the game is to score a goal as quickly as possible
3. The player is moved according to what is spun on the spinner
4. The child with the rules should have a watch - once the first spin is taken, the timer is started.
5. Each number on the spinner has two options which the children must pick so, for example, if a 6 is spun, the children must pick 'a' or 'b'.
6. Once they have picked their option, the child with the rules tells them how to move their player. At this point you could advise the children that they may want to note down the moves!
7. If they lose, they should start again.

Stop once you have achieved scored a goal in a good time.

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Lesson plan

Discuss with the children about how that activity has changed their definitions of winning and losing.

Full Time:

Go over winning and losing with the children again and see if you need to change the definition made at half time.

Extra Time:

a) From the footballers, managers and other sportsmen and women you know, pick you some 'good winners' and 'good losers' (they may be the same!). See if you can find a picture of some of them in old papers or magazines, cut them out and then write around the image what makes them a 'good winner/loser'.

b) If you were a coach of a struggling football team, how might you use what you have learnt in this lesson to improve their performance?

Links:

www.uefagrassrootsday.com: for fantastic online games and activities on 'Working in Teams' and 'Winning and Losing'

www.uefa.com/trainingground: for online coaching resources

Notes:
