

THIS
GIRL
CAN

Bitesize Resources
for Schools



Welcome to This Girl Can bitesize resources for Schools

This Girl Can is a sassy celebration of active women and girls that directly tackles the fear of judgement that, research tells us, stops so many of us from taking part in physical activity.

It made a big impact when it first hit TV screens, poster sites and the internet earlier year. You may have seen the ads featuring women and girls jiggling and wiggling, kicking and climbing, and dancing and diving, just because they wanted to.

These ready-to-use resources will help you bring This Girl Can into your school. We want you to help your students explore the issues behind This Girl and feel that THEY CAN TOO.

Sport England has created a suite of six workshops that you can choose from according to the needs of your students, available time and professional development objectives. They will help young people feel more confidence about themselves, their bodies and their freedom enjoy physical activity, no matter what their level of ability.

The workshops are flexible and can be used where you feel they are most needed. We suggest the following settings rather than a traditional PE lesson:

1. *PSHE Sessions*
2. *Tutor periods*
3. *Lunchtime groups*
4. *After-school sessions*
5. *One-to-one support sessions*
6. *Group support sessions*

With

- Girls-only groups*
- Mixed-gender groups*
- Invited group of 'non-active' girls*
- Invited group of 'active' and 'non-active' girls - to develop empathy*
- Invited low 'self-esteem' students*
- Invited students with behavioural issues*

This booklet provides simple taster ideas to engage your students in the messages of This Girl Can through:

1. AN ASSEMBLY
2. TUTOR GROUP DISCUSSION
3. PSHE
4. PHYSICAL EDUCATION

With **THREE THEMES**, comprising **SIX WORKSHOPS**, the **full** school resource provides delivery notes and over 20 **innovative and interactive students tasks**.

It includes online video clips, visual materials, lively debates, opportunities to discuss sensitive concerns, and learn strategies to develop key skills including SELF-ESTEEM, CONFIDENCE, OPTIMISM, and EMPATHY. These skills will help your students make positive decisions, take part in physical activity and improve their health and emotional wellbeing.

Theme One: This Girl Can – Can You?	Theme Two: This Girl Can – How Can I?	Theme Three: This Girl Can – So Can I!
Workshop One: Getting to Know Me!	Workshop Three: Confidently Me!	Workshop Five: Empathy and me!
Workshop Two: Getting to Like Being Me!	Workshop Four: Positively Me!	Workshop Six: EMPOWERMENT – the key to This Girl Can!

Assembly: Engaging students in This Girl Can



Students' Arrival: Display This Girl Can posters and play the following video clip from the campaign:
<https://www.youtube.com/watch?v=aN7ltOCYwHg>



Teacher Introduction

How are you all feeling today? Did you know that how you are feeling will play a big role in what you will achieve? The more positive you feel – the more you are likely to achieve. Have some of you seen the This Girl Can adverts on the TV? Watch the clip again. How do these women and girls feel?

Students

Watch the video clip again and share their findings with a neighbour.

Teacher

How many of you saw physical feelings? I.e. tired and hot and sweaty and 'knackered'!

How many of you saw positive emotions? I.e. punched fists, smiles, laughter, celebrations, excitement, pride.



What did the video show about a 'sense of belonging'? I.e. it is enjoyable to workout in a class and play in a team or do the same physical activity or sport as others.

Feelings of achievement and a sense of belonging can help us to feel good about ourselves and can raise our self-confidence. The girls and women in the video look happy and confident.

How do you think these girls will approach other areas of their lives? We are going to talk to NAME OF FEMALE TEACHER who is going to tell us how participation in physical activity and sport impacted on her life.

Teacher Interview

Ask a student to interview a female member of staff who was not keen on physical activity at school but has since changed their mind, is convinced by its benefits and now participates quite regularly. The interview can be videoed or 'live'.

Questions for teacher interview

What was your involvement in physical activity like when you were at school?

Why were you put off?

When did you change your mind about taking part in physical activity and sport and why?

What sports or activities do you now do?

Why did you choose them?

How does participation in physical activity and sport make you feel about yourself?

How do these feelings impact on other parts of your life?

What do you think of THIS GIRL CAN and what do you think are its important messages for all the students here?

TEACHER CONCLUSION:

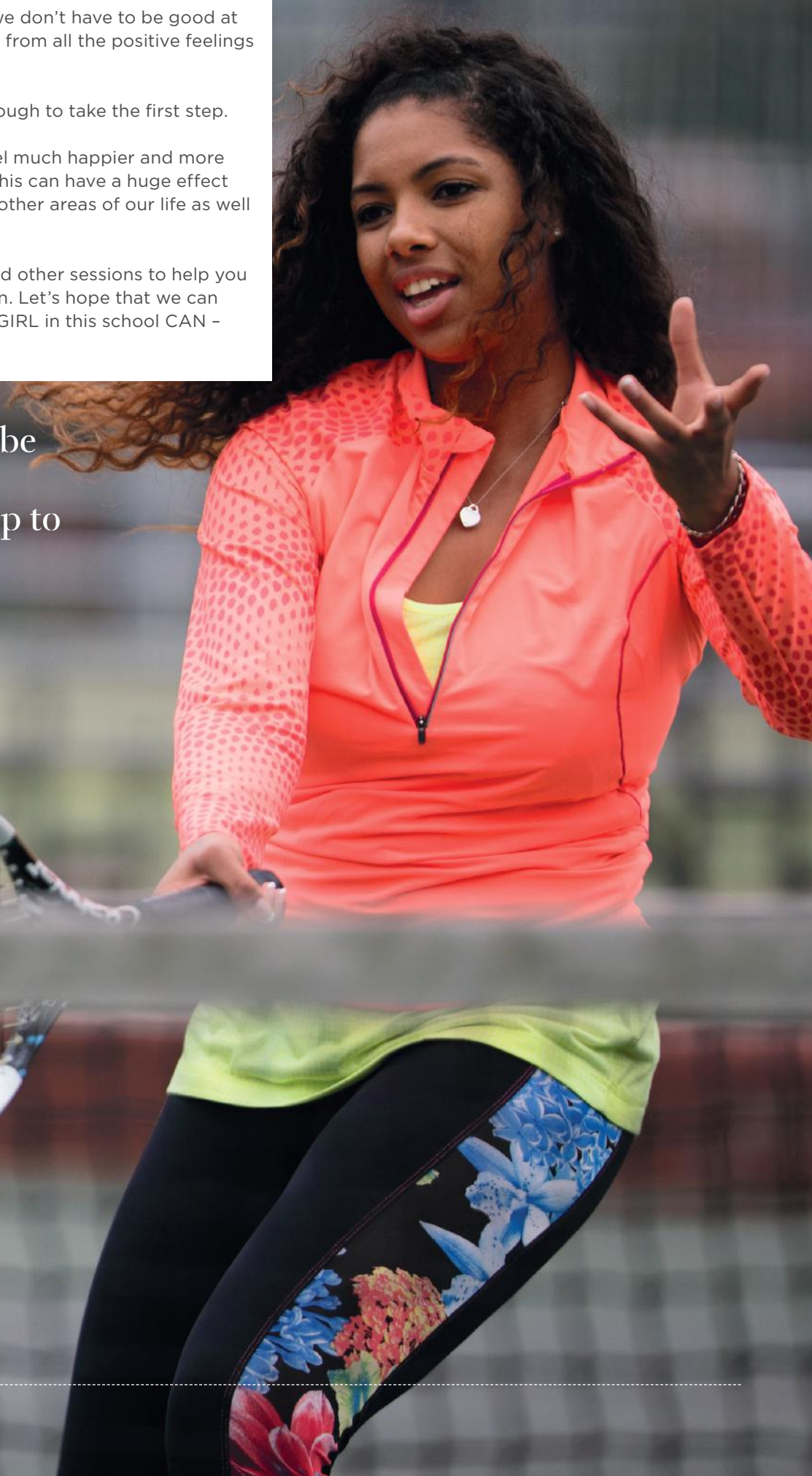
This Girl Can shows us that we don't have to be good at sport and exercise to benefit from all the positive feelings physical activity can bring.

We just need to be brave enough to take the first step.

Being active can make us feel much happier and more confident about ourselves. This can have a huge effect on how successful we are in other areas of our life as well as how much we enjoy it.

Watch out for the posters and other sessions to help you to engage with this campaign. Let's hope that we can show the world that EVERY GIRL in this school CAN - including you.

We just need to be
brave enough to
take the first step to
get involved.



Tutor Group:

Engaging students in This Girl Can



TEACHER INTRODUCTION: Sometimes the way we see ourselves is influenced by stereotypical messages or images. We are going to explore how stereotypes can impact on girls' self-esteem and confidence and look at how This Girl Can challenges stereotypes to encourage more girls and women to take part in physical activity and sport.

Look at these statements:

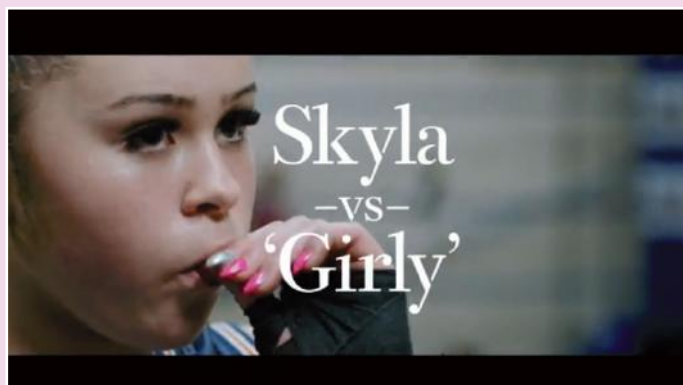
- Girls are not as good at sport as boys
- Thin is attractive
- Being 'sporty' is masculine and not 'girlie'

How do these statement make you feel? Why do stereotypical comments make some people angry?
*These comments assume that a whole group of people has certain characteristics.
 They disregard or discriminate against the individual and assume everyone is the same.*

What other stereotypical comments like these do you think might put girls off taking part in physical activity and sport?

What effect can stereotypical comments and beliefs have on a person's happiness and sense of self-worth?

The teacher explains: Sport England recently tried to find out why lots of girls and women don't take part in physical activity or sport. The most common reason was fear of being **judged** by others about their looks, their size, the clothes, their ability, and their choice to take part. We are going to look at how This Girl Can responds to these concerns in a unique and exciting way.



Students watch the video about Skyla from This Girl Can
<https://www.youtube.com/watch?v=x8B21681f08>

Students discuss the following questions in small groups:

- How does Skyla see herself?
- What stereotypes are being challenged by Skyla?
- What does the clip show about how Skyla sees herself?



Students watch the following clip from This Girl Can
<https://www.youtube.com/watch?v=50eQjEGM12M>

- What stereotypes are being challenged by This Girl Can?
- How successful is This Girl Can at challenging stereotypes which prevent women and girls from taking part in physical activity?
- What have you learnt from This Girl Can about the benefits of challenging stereotypes?
- Are there any messages or images in This Girl Can that inspire you to think more positively about yourself?
- Has This Girl Can inspired you to be more active? Think of the benefits for YOU!

PSHE:

Engaging students in This Girl Can



TEACHER INTRODUCTION: *We will explore how This Girl Can, highlights how physical activity and sport can help us to feel good about ourselves.*

How do you feel about yourself at the moment?

Students work alone to complete the following statements:

Something I like
about myself

Something I
would like to
change about
myself

Something I feel
I am good at

Something
I do not feel
I am good at

Students discuss the following questions with a friend:

- Which statements were the easiest to complete? Why?
- Which statements were more challenging to complete? Why?
- Is there a dominant theme in your comments e.g. your personality, your appearance, your achievements or interests? If so, why do you think this is?
- What do your comments reveal about how you feel about yourself?
- Do you seem to like, value and respect yourself as a person?

Students make a list of the benefits of feeling good about themselves. The teacher facilitates sharing the students' ideas.

E.g. People who feel good about themselves are more likely to.....

- be happy, positive, resilient, social and optimistic
- make and keep positive friends
- persevere in working through difficult situations
- welcome opportunities to try something new
- be more likely to take care of themselves
- persist at their school work

Students consider how one or two of these might help them to feel happier and be more successful in life.



Students watch the following clip from This Girl Can
<https://www.youtube.com/watch?v=5OeQJEGM12M>

The teacher asks:

- How do the girls and women in the video seem to feel about themselves?
- What message does This Girl Can give about how participation in physical activity and sport can make people feel about themselves?
- Does physical activity make everyone feel good about themselves or do some people need to feel good about themselves in order to get involved physical activity?
- Was there anything about This Girl Can which inspires you to be more active?



Feel **EMPOWERED** to make positive decisions in their lives, and to use this positivity to engage in and commit to physical activity and sport

Physical Education: Engaging students in This Girl Can



THE TEACHER EXPLAINS: *It is always important when setting out on any journey that you know what your destination will be. Otherwise you won't be able to celebrate your successes on the way and in addition, there is a danger that you might lost sight of what you were trying to achieve.*

The teacher introduces students to the **HEALTHY ACTIVE LIFESTYLE GOAL**



MY HEALTHY ACTIVE LIFESTYLES GOAL

‘To feel **EMPOWERED** to make informed and positive decisions about the role of physical activity in promoting health and emotional well-being in my own and others’ lives’

(Elbourn & James 2013)

Students discuss the following questions in relation to the goal:

- was this the goal you were expecting?
- why doesn't the goal talk about fitness and the amount of physical activity a person should do? What does it talk about instead? Why?
- is there anything you like about the goal? If so, what and why?
- is there anything you do not like about the goal? If so, what and why?

The teacher explains: empowerment is about a person feeling that **THEY CAN** make a positive difference to their life.

Which of the following statements would be made by a person who feels empowered? Why?

I am useless at everything.
No-one likes me.
I haven't any friends

That wasn't bad for a first try – I'll just keep going until I get it right

I have the ability and experience to achieve this - so I'll give it a go

I like being me, I like myself what I can achieve and who I am

I knew that this would go wrong – I'll never be able to do it

I don't think I can do that, I've haven't done anything like that before

Boys are better at sport than girls. Thin females are attractive

Students watch the following video clip from This Girl Can and look at the campaign posters

<https://www.youtube.com/watch?v=5OeQjEGM12M>

The teacher asks:

Do the girls in This Girl Can feel empowered? How do you know?

Why do you think the campaign is called This Girl Can?

The teacher asks them to consider whether they would like to make the **HEALTHY ACTIVE LIFESTYLE GOAL** their goal and if they would, how they will make their first steps towards feeling that **THEY CAN...**!



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