

# Developing the 'Whole Child'

In addition to providing **opportunities** for children to develop their **physical competence**, it is important that children have opportunities to develop **wider key skills** as part of their Dragon sessions. These wider key skills are **important** to their **motivation** to attend sessions, their long-term **participation** habits and their **overall** development as these skills can be **transferred** to other aspects of their life.

On each **Activity Card**, there is an '**Opportunities to**' section. This section gives an **example** of the many opportunities that each activity presents. As a deliverer, you must decide, in conjunction **with your participants**, which **opportunities/outcomes** are the most **desirable** and how the activity can be adapted to achieve those outcomes. The **Linking Learning to Activities** Factsheet identifies which characteristics of learning appear on which Activity Card.

The 'Opportunity to' statements come from the **Physical education National Curriculum in Wales** (2008) level descriptions. However, you may decide in conjunction with your participants that you want to focus on other skills and develop additional opportunities.

Here are some additional opportunities you may wish to consider:

## Developing Thinking

- Ask **questions**
- Use prior skills, knowledge and understanding
- Plan activities, **strategies and tactics**
- Determine what success looks like?
- Generate own ideas - **creativity**
- **Learn from mistakes** and unexpected outcomes
- **Evaluate** what happened and why?
- Make suggestions for **improvements**
- Form opinions and make **decisions**
- Make plans, check regularly and **revise** as necessary
- Make **links** to other situations

## Developing Communication

- **Listen** carefully, **question** and respond to others
- Express ideas and views **confidently**
- **Contribute** to pair, small group, team and whole group discussions

## Developing ICT

- Use a range of **ICT** strategies to **analyse** and evaluate performance. Use this information to help improve performance.
- **Use ICT safely with appropriate support and guidance**



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## Developing Number

- Use number in a variety of ways
- Use a variety of methods to solve numerical and practical problems, e.g. team scores, averages, goals difference, percentage increase, etc.

## Working with others

- Work **co-operatively** to **solve** problems
- Make and maintain **friendships** and other **relationships**
- Resist unwanted peer pressure and behaviour
- **Empathise** with others' experiences and feelings
- Manage different emotions and develop strategies to **resolve** conflict and deal with bullying

## Improving own learning

- Experience a range of styles and recognise how they learn best
- Reflect on progress, identify strengths and weaknesses and set targets for improvement
- Apply learning to similar situations
- Develop practical skills for **everyday** life

## Active Citizenship

- Develop **respect** for themselves and others
- **Value diversity** and recognise the importance of equality of opportunity
- Understand situations which produce conflict and the nature of bullying
- Understand what is meant by disability and the challenges individuals might have in accessing opportunities

## Health and emotional well-being

- Take increasing responsibility for keeping mind and body **safe** and **healthy**
- Feel **positive** about themselves and be **sensitive** towards the feelings of others
- Understand the features and physical and emotional benefits of a healthy lifestyle

## Moral and spiritual development

- Explore their personal values
- Be **honest** and **fair** and have **respect** for the rules

## Preparing for lifelong learning

- **Enjoy** and value learning and **achievements**
- Take increasing **responsibility** for their learning
- Adopt a range of **roles** other than performer, for example coach, referee, scorer, etc.