



Marvel inspired SEND Shooting Stars by England Football – Introduction and practical for new schools - Half Day (3hr offer)

NB: breaks have been suggested, not decided! Please review the content and decide on these for yourself!
 This matrix is for delivery of practical training (with no access to tech such as laptop/projector/videos etc)

Allocated time	Content to cover
30mins	<ul style="list-style-type: none"> Welcome & Introduction What is the Marvel inspired Shooting Stars programme trying to achieve? Who are your children and what are their needs?
Break 10 minutes	
60mins	<ul style="list-style-type: none"> The Practical Experience: Time to get Super and share the Marvel Magic!
Break 10 minutes	



Marvel inspired SEND Shooting Stars by England Football – Introduction and practical for new schools - Half Day (3hr offer)

60mins	<ul style="list-style-type: none"> The Practical Experience: Time for you to save the World!
10mins	<ul style="list-style-type: none"> Action Planning Next steps and Questions

Top Tips

- Prep all your resources ahead of time and lay them out in order of use! Know how you would practically demonstrate the Mission Cards – if you don't have the equipment or space adapt and get creative 😊
- **NB: Find out if course organiser is providing hard copy resources to the delegates to take away with them.**
- Set up as much as you can, and tidy resources away once they have been used – to support a smooth pack down!
- Play Marvel music from the movies that are connected to the characters to build the environment.

Resources to have to hand.

Tutor Resources:

- Printed copy of **matrix**



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- **Speaker** to play music
- **Marvel Emoticons** – *on the floor so learners can stand near one (tutor copy)*
- **Marvel inspired SEND Shooting Stars Resource**. Try to have at least 1 hard copy (tutor copy) and additional copies of the different character Missions (print some from website if more needed for size of group).

NB: Some partnerships/organisers will provide these resources for delegates to take back to their settings (check with the organiser prior to deliver)

- **Cones (big and small)**
- **Footballs (variety of different type of balls)**
- **Hoops or ropes**
- **Floor markers or sports or scarves**
- **Beanbags (can be used instead of cones if needed)**
- **Bibs for team work** (if needed)

NB: Some partnerships/organisers will provide these practical resources (check with the organiser prior to deliver)



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Timing	Introduction and welcome	Resources
10 mins	<p>Welcome</p> <ul style="list-style-type: none"> • <i>Chat with delegates as they arrive and make them feel at ease and welcome</i> • <i>Introduce yourself and the workshop in your natural style</i> <p>Housekeeping</p> <ul style="list-style-type: none"> • Introductions – <i>make the learning personal and personable</i> • Readiness to learn – <i>drink, notebook, comfort breaks, etc</i> • Fire Alarm and First Aid – <i>ensure you know the procedure for the school/venue and relay this to the group</i> • Mobile phone – <i>encourage phones to be on silent, try not to be distracted by incoming messages or calls. But of course, if calls need to be taken then encourage them to take them outside and come back as soon as possible.</i> 	<p><i>Play Marvel Music as delegates enter and throughout where needed</i></p>



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	<p>Agenda – explain the agenda for the day and highlight the breaks, and practical elements.</p> <ul style="list-style-type: none"> • What is the Marvel inspired Shooting Stars programme aiming to achieve? • What is the resource? We will take a look at this practically in more detail. • The Marvel experience? We will help you engage in that Disney Marvel Magic! • How are we going to deliver? – looking at the flexibility of the programme to make it your own and needs met for your pupils. • Connecting it all back together – the why the how and the what – how will this look for you and your pupils in your settings. • Next Steps..... <p>Ice Breaker</p> <ul style="list-style-type: none"> • Spread Marvel Emoticons out on floor (print these, cut separately and laminate if needed) – ask everyone to go to the emoji that best describes how they feel about inclusive football for children with SEND in their school <i>(if no emojis you can ask people to share without)</i>. 	<p><i>Marvel Emoticons – on floor so learners can move to</i></p>
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	<ul style="list-style-type: none"> Facilitate a conversation around honesty and how people may feel frustrated and that is ok – or you may be happy with how it is going in your setting – share that too – keep an eye on time (max of 2 or 3 extensions on emotions per Q) Ask each person to introduce themselves, where they work, their role and what they think of SEND football. This gives us a clear idea of the delegates roles in school, what age/stage of pupil’s they work with, their own experience of football, what access/opportunities do children and young people (CYP) with SEND have to access football in their school. 	<i>stand/sit near one</i>
Timing	What is the Marvel inspired Shooting Stars programme trying to achieve?	Resources
10mins	<p>What is Disney inspired Shooting Stars SEND?</p> <ul style="list-style-type: none"> Designed for schools to inspire CYP with SEND to engage in their active minutes through football. The programme provides a suite of resource cards that include ready-made session plans which include fun, inclusive activities for pupils encouraging the development of their fundamental movement skills. 	



Marvel inspired SEND Shooting Stars by England Football – Introduction and practical for new schools - Half Day (3hr offer)

	<ul style="list-style-type: none"> • The resource cards have been created in consultation with the Youth Sport Trust's Lead Inclusion Schools with the aim of specifically engaging more CYP with SEND in physical activity and football. <p>The Shooting Stars pathway</p> <ul style="list-style-type: none"> • Working with Disney allows us to use the inspiration of their Marvel Movies throughout the Shooting Stars Programme • Shooting Stars aims to: • Improve YP with SENDs physical literacy skills, increase physical activity levels and provide an opportunity to try football for the first time. • Increase YP' speaking confidence and leadership skills via the power of creativity and story-telling • i.e. it supports the development of Physical, Social and Emotional me! <ul style="list-style-type: none"> • The Marvel Movies you can access to deliver Shooting Stars: Spiderman, Groot, Gamora, Captain Marvel, The Hulk & Black Widow, Thor 	<p><i>Have some examples of the SEND Shooting Stars resources</i></p>
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Marvel inspired SEND Shooting Stars by England Football – Introduction and practical for new schools - Half Day (3hr offer)

	<p>In addition, there is the ‘Girls Football in Schools’ Website – ask them to access via their devices to save the link. Website: www.girlsfootballinschools.org</p> <ul style="list-style-type: none"> • Which you’ll just need a school-based email address to register with and create your own log in • From there you will be able to access: <ul style="list-style-type: none"> ○ All of the resources are downloadable - specifically the mission cards, Marvel Emoticons, Visual activity cards, certificates, posters and online resources available. ○ Go to https://girlsfootballinschools.org/extracurricular-keystage12-send-resources.php ○ To find Marvel SEND resources, go to - Extra Curricular – Key Stage 1 & 2 - Disney Inspired Shooting Stars - SEND Disney Inspired Shooting Stars - Resources 	
Timing	What is the programme aiming to achieve?	Resources
10mins	<p>What is the programme aiming to achieve?</p> <ul style="list-style-type: none"> • Shooting Stars aims to: <ul style="list-style-type: none"> ○ Improve YP with SENDs physical literacy skills, increase physical activity levels and provide an opportunity to try football for the first time. 	



Marvel inspired SEND Shooting Stars by England Football – Introduction and practical for new schools - Half Day (3hr offer)

	<ul style="list-style-type: none"> ○ Increase YP' speaking confidence and leadership skills via the power of creativity and story-telling ● i.e. it supports the development of Physical, Social and Emotional me! <p>Developing Physical me!</p> <ul style="list-style-type: none"> ● Physical me is developed through Fundamental movement skills <ul style="list-style-type: none"> ○ But, what are they? ○ They are the building blocks for movement..., which ○ We have a window of opportunity to develop these so that everyone can have a solid foundation for movement which will build their competence and confidence to engage in wider physical activity and sports.... <p>CONSOLIDATION:</p> <ul style="list-style-type: none"> ● AGILITY – is the capacity to change course, controlling the direction and position of one's body while maintaining momentum. 	
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Marvel inspired SEND Shooting Stars by England Football – Introduction and practical for new schools - Half Day (3hr offer)

- BALANCE – is the ability to stay upright or in control of body movement. There are two types of balance, static and dynamic.
 - COORDINATION – is the ability to move two or more body parts under control smoothly and efficiently.
- Explain how the Shooting Stars Programme sets out to develop them***

Let us play charades!

TASK: Marvel charades (5mins)

We are going to bring these FMS to life through a short game of charades bingo...

- Split into teams
- Tutor acts out a number of FMS'
- The team that guesses the movement scores a point
- Repeat with different FMS'

Encourage delegates to get out of their comfort zone with this task and play a small game amongst themselves – showing importance of MOVEMENT.

FMS Charades list or Cards if you need them



Marvel inspired SEND Shooting Stars by England Football – Introduction and practical for new schools - Half Day (3hr offer)

CONSOLIDATION: Through Shooting Stars, YP with SEND will have the opportunity to develop many movement skills, which in turn will support the development of fundamental movement skills.

This supports the development of Physical Literacy, which underpins their future involvement in many activities.

Developing these skills through play, creativity and imagination will improve confidence, competence and self-esteem in our YP to encourage engagement in lifelong Physical Activity.

What is Physical Literacy?

- Physical literacy is all about the **motivation, confidence and physical competence** to take part in Physical Activity
- By providing opportunities for them to improve their **knowledge and understanding** – then they are more likely to engage in Physical Activity for life
- Physical literacy underpins everything that this programme is about:



Marvel inspired SEND Shooting Stars by England Football – Introduction and practical for new schools - Half Day (3hr offer)

	<ul style="list-style-type: none"> ○ Confidence and physical competence ○ Knowledge and understanding ○ Motivation and engagement in physical activities for life 	
Timing	Who are your YP with SEND and what are their needs?	Resources
10mins	<p>Who are your YP with SEND and what are their needs?</p> <ul style="list-style-type: none"> ● 2024 - 18.4% of children and young people in England have some type of SEND (increase from 15.9% in 2021) ● Speech, Language and Communication Needs (SLCN) remains most common type of need for SEN Support ● Autism the highest for those with an EHCP ● There are an increasing number of girls with SEN ● Numbers of children eligible for Free School Meals is disproportionate to the population 	



Marvel inspired SEND Shooting Stars by England Football – Introduction and practical for new schools - Half Day (3hr offer)

Question – what are the needs of your CYP – remembering some CYP will have an identified SEND but some will not – what are the unique additional support needs in your setting?

- **So, we have looked at physical me – now let's consider social and emotional me...**
- From our ice breaker and questions, we know that there are all different types of YP who could engage in SEND Shooting Stars
- We would want all these YP to go on the journey through both programmes ideally, or they could join with some competence and confidence from another invasion game sport and go straight into the SEND Football Club, either way...
- If we relate this back to our definition of Physical Literacy and desire to build this, then we need to provide opportunities to build:
 - Confidence and physical competence
 - Knowledge and understanding
 - Motivation and engagement in physical activities for life
- The Shooting Stars programme is about providing opportunities for YP with SEND to develop FMS through football. It provides them with an opportunity to develop their physical literacy and fall in love with PA and football



Marvel inspired SEND Shooting Stars by England Football – Introduction and practical for new schools - Half Day (3hr offer)

	<ul style="list-style-type: none"> YP with SEND who are already competent in football should be signposted to the appropriate football pathway This is not about creating a football team! <p>Think about what do you see in your sport/football offer in schools?</p> <ul style="list-style-type: none"> So, let us explore this a bit more for the reality of your setting... <p>TASK: Discuss what behaviours, groupings, and interactions you see in your school. What do your YP with SEND currently access in terms of PA and football?</p> <ul style="list-style-type: none"> What are your young people doing? What games/play are they engaging in? 	
Timing	The Practical Experience: Time to get Super and share the Marvel Magic!	Resources
60mins	<ul style="list-style-type: none"> To bring this training to life, and to help you understand how to deliver the SEND Shooting Stars Programme, we are going to use the resources 	



Marvel inspired SEND Shooting Stars by England Football – Introduction and practical for new schools - Half Day (3hr offer)

	<ul style="list-style-type: none"> • What do you get with the resource (have the cards laid out so everyone can see them and hold them) <ul style="list-style-type: none"> • Marvel Emotions • Visual Activity Cards • 6 Mission Cards • Story Board Cards • Top Tips Card <p>Where:</p> <ul style="list-style-type: none"> • Needs Specific for the children and young people you are working with (flexible for setting – mainstream or SEND or AP – primary focus but can be adapted for needs in KS3 and KS4 if needed) <ul style="list-style-type: none"> ○ Designed as an Afterschool club (ideally – understand that a lot of children maybe do not attend afterschool club in SEN settings – travel via bus etc) ○ Breakfast club ○ Breaktime club 	<ul style="list-style-type: none"> • Marvel Emotions • Visual Activity Cards • 6 Mission Cards • Story Board Cards • Top Tips Card
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Marvel inspired SEND Shooting Stars by England Football – Introduction and practical for new schools - Half Day (3hr offer)

- Lunchtime club
- Specific Intervention
- Curriculum (planned with a curriculum framework and SOW)

Duration:

- Six Mission cards (**NB - not time sensitive**) can be delivered in one go or broken into parts depending upon time available and the engagement the children are showing in the activities.
- Cards can be used repeatedly (encouraged) – if you don't get through them all do not worry.
- Cards can be delivered in 15 – 45mins depending on the needs of your students

- Numbers: The stories have been designed to be delivered to any number of students

Introduction to the resources

The Resource

So lets have a look at the resource in more details



Marvel inspired SEND Shooting Stars by England Football – Introduction and practical for new schools - Half Day (3hr offer)

	<p>(Voice of the child has been gained in the testing of this across a range of inclusion schools across the country)</p> <p>Here is an example of one of the Mission Story Boards (this is standard across all missions with the only thing changing is the character) – here is visual representation of and for each mission (the mission does not be finished to use these)</p> <p>Overview of Cards – talk delegate through the visual journey of the cards and the flexibility of every aspect!</p> <ul style="list-style-type: none"> • We will share in more detail with you later during our practical • You have 6 different missions – whatever activities the YP can manage in the session you can end there by going to calming and checking out phases (and repeat that mission in the next session if appropriate). • The cards flow along the yellow brick road – look for the yellow squares and you can see these across the cards <ul style="list-style-type: none"> ○ The Set Up <ul style="list-style-type: none"> - Rectangle – show consistency (does not have to be this shape - flexible) ○ Welcome 	<ul style="list-style-type: none"> • Marvel Emotions • Visual Activity Cards • 6 Mission Cards
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Marvel inspired SEND Shooting Stars by England Football – Introduction and practical for new schools - Half Day (3hr offer)

	<ul style="list-style-type: none"> - There are Marvel Emoticons that you have seen that can be used to check in with how your CYP are feeling at any time ○ Share the Plan for the session <ul style="list-style-type: none"> - Before each mission start with visual storyboard so each CYP can familiarise themselves with the character, codeword and order of the session ○ Introduce the character ○ Start the mission <ul style="list-style-type: none"> - 3 Movements brought to life in game (simple and hard game) with lots of options to suit a wide variety of need - don't have to do all of the movements - Game 1 - Game 2 ○ Finish the Mission ○ Calming Down ○ Checking Out <ul style="list-style-type: none"> - Everything is laid out in a sensory diet to help students process <p>How to use</p> <ul style="list-style-type: none"> · You can show or draw the diagrams of each mission and demonstrate to help each CYP understand how they want to play and engage 	<ul style="list-style-type: none"> • Story Board Cards • Top Tips Card
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Marvel inspired SEND Shooting Stars by England Football – Introduction and practical for new schools - Half Day (3hr offer)

	<ul style="list-style-type: none"> • Most activities are between 30 seconds and one minute so you can adjust these times depending on each CYP needs – you can add in rest periods to suit need also • Every child is unique in their learning and processing, so the STEP process can be used as an overview to modify every activity. <ul style="list-style-type: none"> ○ Empowered to adapt for the needs of your learners • If CYP are enjoying a particular activity – repeat the game to enhance learning and success. <ul style="list-style-type: none"> ○ You can continue with the rest of the mission in the next session..... • Remember: “Football activities are cleverly built into the stories, aligned to the characters...” • The craft of storytelling has been used for thousands of years to build a rapport and a connection between the narrator and the listener. When done properly, it is an art form that can inspire the minds and hearts of those who engage with it. <ul style="list-style-type: none"> • Bringing the stories alive! <ul style="list-style-type: none"> • Tutor to <u>demonstrate one of the cards</u> • Ensure physical movements are drawn out and emphasised to the group, highlighting crossing the midline, accelerating, decelerating and stopping, along with multiple direction movements. 	<p>Cones (flat and tall)</p>
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Marvel inspired SEND Shooting Stars by England Football – Introduction and practical for new schools - Half Day (3hr offer)

	<ul style="list-style-type: none"> • TASK: Group Work: Challenge the group to use STEP within the activity to think of all the different ways we can adapt to ensure everyone is included <p>ACTIVITY: Have a go!</p> <ul style="list-style-type: none"> • Invite and manage the group to split into teams and ‘Have a go!’ at delivering that same mission card. • Split Mission Card into sections depending upon the number of groups you have delivering (3 people per group), ensure the story continues to flow as the lead person changes each time. • Group Roles: <ul style="list-style-type: none"> ○ 1: Reads the story. ○ 2: Observes the Marvel Magic. ○ 3: Observes the Adaptations used. • Highlight link to ‘Effective Storytelling’ and adaptations to identify the types of movements that can be developed through this programme. 	<p>Bean Bags to create the drill.</p> <p>Hoops</p> <p>Floor markers</p> <p>Bibs (for separate teams if needed)</p>
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Marvel inspired SEND Shooting Stars by England Football – Introduction and practical for new schools - Half Day (3hr offer)

	<ul style="list-style-type: none"> • Explain the process of building from fundamentals of movement, into fundamental movement skills. Emphasise that mastery of this in a positive learning environment will support the development of object control skills. Encourage to repeat sections and sessions with pupils if needed. • Reflection / feedback - What makes you feel comfortable / uncomfortable? <ul style="list-style-type: none"> ○ What is easy / hard? Why? <p>Breaktime Task: Quick Discussion - Who do you think you will invite to your SEND Shooting Stars club? When do you think you will run your club? You don't have to decide just yet but hopefully you are getting a clearer idea for who this is for back at your school.</p>	
Timing	The Practical Experience: Time for you to save the World!	Resources
60mins	<ul style="list-style-type: none"> • To bring this training to life, and to help you understand how to deliver the resources in your own setting. 	



Marvel inspired SEND Shooting Stars by England Football – Introduction and practical for new schools - Half Day (3hr offer)

	<p>Quick discussion on who loves Marvel and who knows the Marvel Characters.</p> <p>So, Why Marvel?</p> <p>Let us look at Marvel and Stan Lee the creator of Marvel in more detail – this isn't by chance.....</p> <ul style="list-style-type: none"> • It's impossible to imagine Marvel without these characters you see here and the stories they appear in – through comic and film. • These amazing Marvel adventures always have a real human feel as the characters are never untouchable; they felt pain, anguish, regret; they win, but they also lose. • These Marvel stories tell us how the characters we know, and love are often demonized or not accepted sometimes by the public because they are seen as different and 'not normal'. • Stan Lee always used his story telling through Marvel . “Marvel stories have room for everyone, regardless of their race, gender, religion, or colour of their skin - the only things we don't have room for in Marvel is hatred, intolerance, and bigotry.” • To drive home messages of tolerance and acceptance while rejecting exclusion and bullying. 	<ul style="list-style-type: none"> • Marvel Emotions • Visual Activity Cards • 6 Mission Cards • Story Board Cards • Top Tips Card
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Marvel inspired SEND Shooting Stars by England Football – Introduction and practical for new schools - Half Day (3hr offer)

- You can see why Marvel is such a great fit for this work – not only do our staff and pupils LOVE the stories and characters but also the golden thread running through Marvel is that of acceptance and celebrating everyone's differences – working together for the better of the human race and the universe.

So, who are the Marvel Characters and what do you know about them?

Each Mission Card has Introduce the Character Clues – you can give some of these clues for delegates to guess which character it is.....and ask delegates for clues they would add for their YP (how can we make this more sensory – add in musical cues or visual cues of costumes perhaps?). Could we add in a clue hunt to get the CYP moving around and working together to bring all the clues together and guess the character?

- **The Marvel Movies you can access to deliver Shooting Stars:**
 - Spiderman
 - Groot



Marvel inspired SEND Shooting Stars by England Football – Introduction and practical for new schools - Half Day (3hr offer)

	<ul style="list-style-type: none"> • Gamora • Captain Marvel • The Hulk & Black Widow • Thor <p>Time for action – Time to save the World!</p> <p>ACTIVITY - Have a go!</p> <p>Invite the group to split into teams to ‘Have a go!’ at delivering one of the sessions themselves.</p> <p>Allow the groups sufficient time to select their mission card and how they would like to deliver it.</p> <p>Each group takes it in turns to deliver the Mission Card to the other groups.</p>	<p>Cones (flat and tall)</p> <p>Bean Bags to create the drill.</p> <p>Hoops</p> <p>Floor markers</p>
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Marvel inspired SEND Shooting Stars by England Football – Introduction and practical for new schools - Half Day (3hr offer)

	<p>1: Ensure everyone in the groups take it in turn to lead some of the delivery</p> <p>During and after each Mission</p> <p>Celebrate and highlight the Marvel Magic</p> <p>Celebrate and highlight the movements and skills that are being used and the adaptations used to include everyone.</p> <p>Reflection / feedback – for group delivering and the groups participating ask:</p> <p>What Went Well</p> <p>Even Better If</p>	<p>Bibs (for separate teams if needed)</p>
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Marvel inspired SEND Shooting Stars by England Football – Introduction and practical for new schools - Half Day (3hr offer)

Timing	Action Planning and Next Steps	Resources
10mins	<p>Action Planning</p> <p>Who are your YP for SEND Shooting Stars?</p> <ul style="list-style-type: none"> • So, who are the YP that you want to attract to your SEND Shooting Stars Club? <p>TASK: Think about who you are going to invite to take part in your Club? Specifically thinking about:</p> <ul style="list-style-type: none"> • The factors that might influence YP' participation in your physical activity and Football • The range of characteristics, abilities and needs you might see, and how you can support them. <p>Hopefully you have a clearer idea for who this is for back at your school.</p>	



Marvel inspired SEND Shooting Stars by England Football – Introduction and practical for new schools - Half Day (3hr offer)

Task: Take time on your own to reflect - how you plan to implement the SEND Shooting Stars programme when you return to school. Who are you going to ask to help you with this delivery – other staff members/young leaders etc

Then ask who would like to share with the group – encourage the ideas that people have.

Consolidation and Next Steps

- Thank learners for their time and ask if anyone has any questions.
- Signpost everyone again to the website: www.girlsfootballinschools.org and where the resource is on the website. (So they can access it straight away)
- Further CPD opportunities that are available to them – mention Comets which is a community recreational, pan-disability football programme for boys and girls with SEND aged between 5 and 11. <https://www.EnglandFootball.com/play/Disability-Football/Comets>