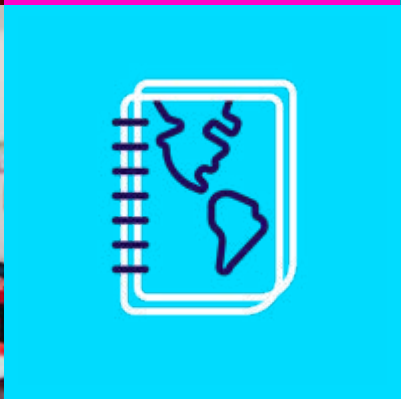
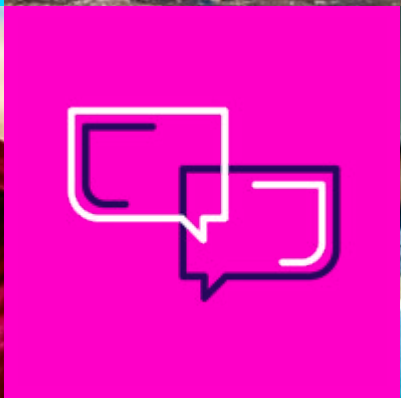


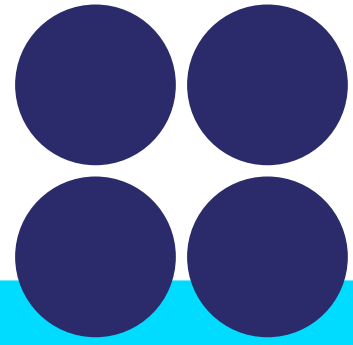
Schools Connect

Commonwealth Games Glasgow 2026

Celebrating the Commonwealth Games of 2026 and the work of the Commonwealth.







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3,000 athletes from
74 nations and territories.

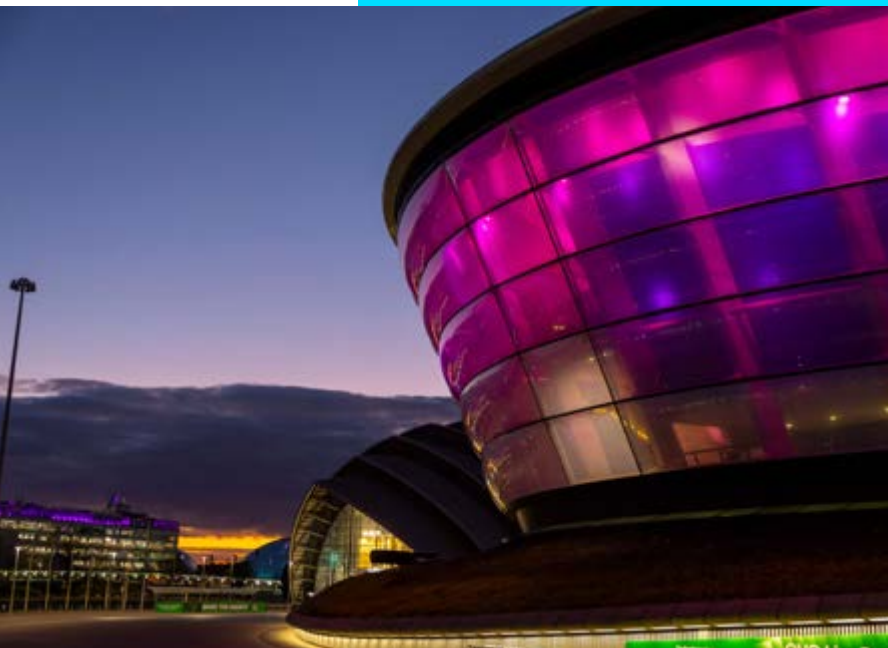
10 sports.

Four iconic venues.

One unforgettable host city.

**All coming together to
deliver the most inclusive,
community-driven and
connected Commonwealth
Games yet."**

Commonwealth Games Glasgow 2026





Introduction

The Commonwealth Games 2026 is not just a sporting event, it is a chance for people from around the world to come together, celebrate their cultures, and learn from each other. This summer the Commonwealth Games returns to Glasgow in Scotland, and this is your invitation to take part!

This resource pack for schools is designed to celebrate the Commonwealth Games of 2026 and the work that the Commonwealth is doing to improve the lives of its citizens. It contains a series of learning activities and supporting resources that teachers can use to raise awareness of the Commonwealth and its values and the potential for young people to feel connected to the Games, their local community, country, and the Commonwealth.

Pupils will be introduced to the Commonwealth Games' values of Humanity, Destiny and Equality through sessions exploring issues such as making connections, promoting gender equality, fair play and inclusion.

The resources are designed for pupils aged between 7 and 11 but are flexible and adaptable. They can be used as starting points for individual lessons or activities, or form part of a larger cross-curricular project with a partner school overseas. Teachers will know best how to adapt these activities for their pupils, and there are many opportunities to provide additional support or extend the activities for the pupils in your classes.



Information for teachers

The 2026 Commonwealth Games will take place in Glasgow, Scotland, from 23 July to 2 August 2026. Around 3,000 competitors from more than 70 nations and territories will take part. These are located all over the world, including Africa, Asia, the Caribbean, Europe, the Pacific and the Americas.

The competition will feature a programme of 10 sports and 6 Para sports across four Glasgow venues, and include:

- Athletics and para-athletics
- Swimming and para-swimming
- Artistic gymnastics
- Track cycling and para-track cycling
- Netball
- Weightlifting and para-powerlifting
- Boxing
- Judo
- Bowls and para-bowls
- 3x3 basketball and 3x3 wheelchair basketball.



The Commonwealth Games take place every four years and are founded on three core values which connect the diverse nations and territories. They are:



Humanity:

Bringing people together, celebrating diversity, and showcasing the unifying power of sport.



Equality:

Ensuring sport is accessible, inclusive, and safe for everyone, with a focus on providing a level playing field.



Destiny:

Using the Games to inspire positive, long-term change in society and improving lives.

Sustainability is also a focus for the Games, with a commitment to encouraging recycling and minimising the use of plastic waste, as part of the Commonwealth Clean Oceans Plastics challenge. This aims to prevent one million pieces of plastic from entering Commonwealth waterways.

Session 1

Welcome to the Games



1 Learning objectives:

To learn about the Commonwealth Games and encourage pupils to think about their connections with Commonwealth countries.

2 Curriculum areas:

Citizenship, Geography, Personal, Social, Health and Economic Education (PSHE)/Personal and Social Education (PSE), Design Technology.

3 Core value:

Humanity – what connects us?

4 Resources:

Slides 2–10, introduction video, world map or globe (paper or digital), whiteboard, pens, sticky notes, wool or string, large map for display, recycled materials.



Starter

- ➔ Share the images on slide 6 which include sports and para sports, pictures of Glasgow landmarks, a Commonwealth baton and Finnie the mascot. Ask your pupils to work out what they think the connection is between the different images. You could give some clues if they need them.
- ➔ Play the athlete introduction video on slide 7 and share information with your pupils to introduce them to the Commonwealth and Commonwealth Games 2026.



Activities



Mapping connections

- ➔ The Commonwealth is a voluntary association of 56 independent countries which are found on every continent except Antarctica. It is made up of people of all faiths, races, languages, cultures and traditions, who work together towards a shared set of values.
- ➔ Using maps or a globe and the list of Commonwealth countries on slide 8, ask your pupils to locate the country where they live on a world map and several other Commonwealth nations and territories.
- ➔ Discuss how many links they might have with other Commonwealth nations. For example, Serena might have family and friends that live in Jamaica, Vikram may follow a sports team in Canada, and Jane likes food from India. How many connections can your pupils find across their class and how many Commonwealth countries do they have ties with?
- ➔ Ask pupils to record their connections with Commonwealth countries on sticky notes and then use wool and pins to plot them on a large map for display in the classroom. The pupils could also draw the flags of the countries that they have connections with to display around the map. **Find out more about Commonwealth countries and their flags at the official Commonwealth website.**



The King's Baton Relay

- ➔ The King's Baton Relay is a traditional symbol that travels through and connects all the regions of the Commonwealth before the Games begin. The baton is designed in the host country and carries a special message hidden inside it from King Charles III.
- ➔ For the first time, every Commonwealth nation and territory will receive their own Baton which will be customised and decorated to represent their culture. All 74 Batons will be reunited at the Opening Ceremony of Glasgow 2026, where the Scotland Baton will be presented to the King and the message read aloud to declare the Games open.





Sustainability

- ➔ As sustainability will be a key part of this year's Games, challenge your pupils to design and make a baton from recycled materials that represents the culture of their school or community.
- ➔ Encourage them to discuss what materials to use, the symbols and decorations they might include and how they could make a secret compartment to place their own message inside.
- ➔ Invite pupils to go on to write their own message to humanity in 74 words to represent the number of nations and territories taking part in the Games. Further information can be found at the back of this pack about how schools in Glasgow and young people across Scotland are taking part in a variety of King's Baton challenges and sustainability projects.

Review and reflection

Ask volunteers to share their baton messages with the group. They could be displayed in the classroom, and some could be read out as part of your own opening ceremony or a special school sports event.



Reflection questions:

- What did you learn that you did not know before about the Commonwealth and Commonwealth Games taking place in Glasgow?
- How do you think sporting events can bring people together and help them to feel proud of their community and country?



Partner school activity



If you are working with a partner school, you could:

Share your connections with other Commonwealth countries during an online meeting and exchange photographs of your displays, baton designs and messages.

Session 2

Equality – who gets a fair chance?



1 Learning objectives:

To identify reasons why young people, especially girls, can face barriers to sport and play.

2 Curriculum areas:

English, Citizenship, Personal, Social, Health and Economic Education (PSHE)/Personal and Social Education (PSE).

3 Core value:

Equality – making sure everyone has a fair chance, even when their starting points are different.

4 Resources:

Slides 11–16. Appendix 1 – five short information texts about girls and sport, pens, large pieces of paper, art materials, sticky notes, a reflection wall.



Starter

⇒ Think, pair, share

Discuss in pairs whether your pupils think there are equal opportunities for girls and boys across the world to play and participate in sports? Share your thoughts with the rest of the class.



Activities



Expert groups jigsaw activity

➔ Divide the class into five small groups. Each group is given a section of a **short information text** about girls' access to sport and play. (These are in appendix 1 at the end of this resource and can be adapted to the reading levels of the children in your class.)

➔ **Groups:**

- **Read the text together**
- **Discuss key points**
- **Prepare a short summary of their text to teach others.**

Each group selects one pupil to remain as the **expert**. The remaining pupils move to different expert groups as **researchers**.

➔ **Researchers:**

- **Listen to the expert explanation**
- **Ask questions**
- **Make brief notes.**

After rotating, pupils return to their original groups and combine what they have learned to build a fuller picture of the issue. Did anything surprise them about the information?





Poster creation

➔ Ask each group to use what they have learned to create a poster that promotes equality in sport, or one that highlights Article 31 of the United Nations Convention on the Rights of the Child: Every child has the right to rest, relax and play.

➔ **Encourage the pupils to include:**

- Powerful visual images
- A clear message or slogan.

Review and reflection

Invite pupils to walk around the classroom to view the posters from each group and add a sticky note leaving positive feedback about what they found most persuasive or effective about each one.



Reflection questions:

- Why does learning about fairness matter?
- Ask pupils to complete one sentence on a sticky note to add to a reflection wall in the classroom: **"It is important for everyone to have access to sport and play because..."**



Partner school activity



If you are working with a partner school, you could:

Share images of your poster gallery with your partner school and provide positive peer feedback notes for each other.

Session 3

Fair play – how do we treat each other fairly?



1 Learning objectives:

To explain why rules are important when people come together and describe what makes rules fair or unfair.

2 Curriculum areas:

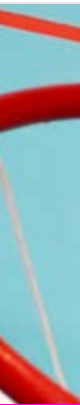
Citizenship, Personal, Social, Health and Economic Education (PSHE)/Personal and Social Education (PSE), English.

3 Core value:

Fair Play (Humanity and Equality).

4 Resources:

Slides 17–21. Large space, paper, pens.



Starter

➡ **Play a game of rock, paper, scissors with the class.**
Remember, in this game:

- Rock beats scissors
- Scissors beat paper
- Paper beats rock.

➡ If both people pick the same sign, it's a tie and you can play again.
Watch this video if you are unfamiliar with the game and need further guidance on how to play.

➡ Introduce the idea of **'whole body rock, paper, scissors'** where you use three whole body shapes to represent the three things.

➡ Play a series of games against different people. You might decide to have a class competition or keep it as a friendly activity.



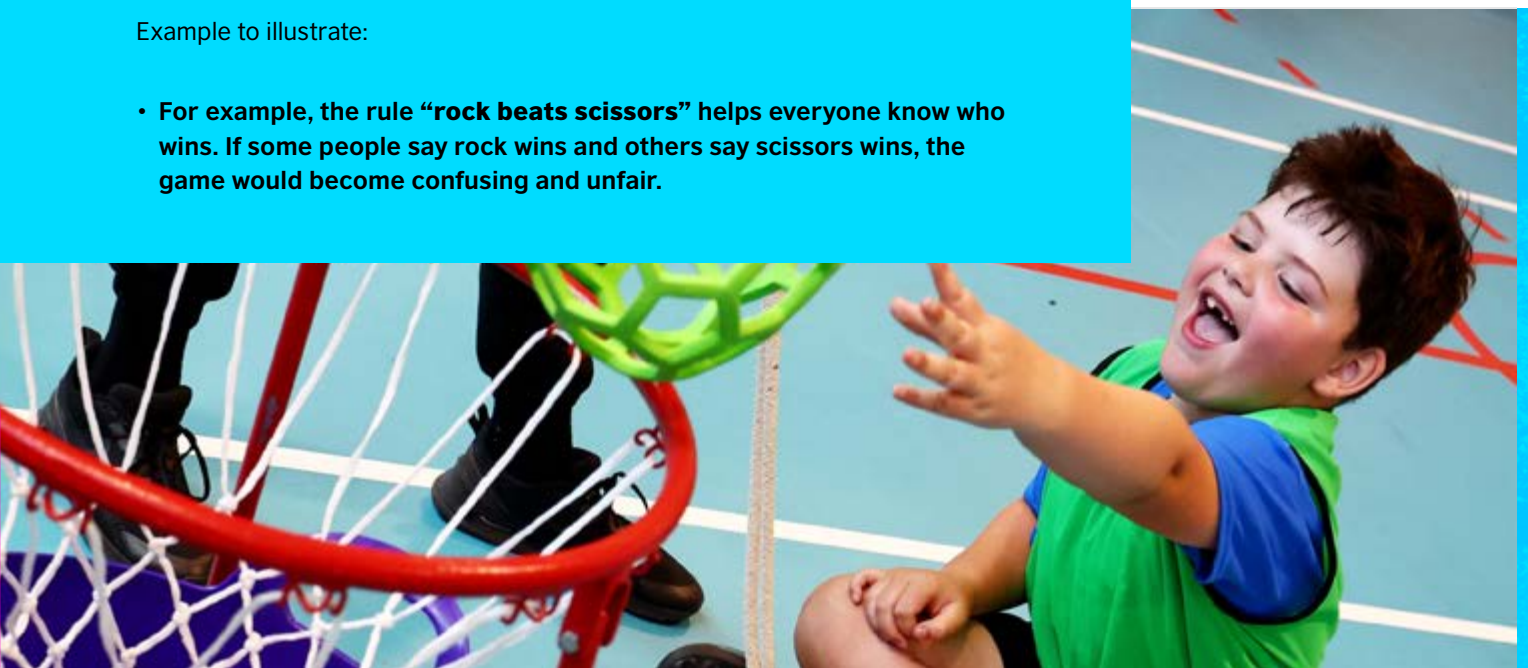
Starter questions:

After the activity discuss:

- What rules did you need to play the game effectively?
- What happened if people couldn't agree on the rules or follow the rules?

Example to illustrate:

- For example, the rule **"rock beats scissors"** helps everyone know who wins. If some people say rock wins and others say scissors wins, the game would become confusing and unfair.



Activities



What makes a rule fair?

⇒ Explain that when large groups of people come together, they often use shared rules and shared symbols to help everyone understand expectations and values. In sport, rules help make competitions fair and safe for everyone.

⇒ Example:

- In football, players are **not allowed to use their hands (except the goalkeeper)**. This rule helps keep the game fair because everyone has to use the same skills.
- In a running race, athletes must **stay in their lane** at the start. If someone moved into another lane, it could give them an unfair advantage.

⇒ Group task:

In small groups, ask pupils to discuss a simple game or activity they all know and identify:

- One rule that makes the game fair
- One rule that might make the game unfair if changed or removed.

⇒ Example:

- In tag, the rule “**you must tag gently**” keeps people safe.
- In football, removing the offside rule might make the game easier for attackers but harder for defenders. **If you are unfamiliar with the offside rule and would like to know more, it is explained in this article.**



Groups explain:

- Who benefits from the rule
- Who might be disadvantaged if the rule changed.

Emphasise **discussion and reasoning rather than right answers.**





Design a fair symbol or rule



Pupils choose one of the following:

- A rule that represents fairness, or
- A simple symbol that represents fair play.



Example:

- A rule such as “**everyone gets a turn**”
- A symbol showing **two hands shaking to represent respect**.



They explain:

- What the rule or symbol means
- What value it represents
- Why it would help people act fairly.

Responses may be spoken, written briefly, or sketched.

Review and reflection



Reflection questions:

- Why do rules matter in sport and everyday life?
- Can rules ever be unfair?
- What makes people trust shared rules?
- Pupils complete one sentence on sticky notes for the reflection wall display: “**Fair play matters because...**”



Partner school activity



If you are working with a partner school, you could:

Share ideas for simple class games that you play in your playgrounds. Try playing the games introduced by your partner school and exchange suggestions for:

- A rule that represents fairness
- A symbol that represents fair play.

Session 4

Equality and humanity – the inclusive Games where everyone belongs



1 Learning objectives:

To identify barriers that can stop people taking part in activities.
To explain how rules or equipment can be adapted to improve access and appreciate how inclusive design helps everyone.

2 Curriculum areas:

Physical Education (PE), Personal, Social, Health and Economic Education (PSHE)/Personal and Social Education (PSE).

3 Core value:

Inclusion (Equality and Humanity).

4 Resources:

Slides 22–26. Bowls information sheet and resources to play the game, space for game, internet access.



Information for teachers:

The inclusive Games where everyone belongs

The Commonwealth Games in Glasgow 2026 will include the largest Para sport programme so far, with six sports integrated into the main schedule. Athletes will compete for medals in Para Athletics, Para Swimming, Para Cycling (Track), Para Bowls, Para Powerlifting (Weightlifting), and 3x3 Wheelchair Basketball. This inclusive approach ensures that more sports and athletes are represented and reflects a strong commitment to diversity and accessibility within the Games.

Starter



To start this session, **show this video** about para bowls and then ask pupils to discuss the following questions.



Things to discuss:

- What did you learn about how this sport is played?
- Who do you think this activity is designed for?
- The Commonwealth Games is unique in integrating Para sports into the Games. Do you think other major tournaments like the Olympic Games should include Para sports or keep them as separate competitions? What are the pros and cons of each arrangement?



Activities



Learning an accessible game

➡ Introduce the accessible target-based game in Appendix 2. Follow the link in Appendix 2 for instructions and to download bowls games cards.

➡ **As a class:**

- Explain the basic rules
- Demonstrate how the game works
- Clarify how it can be played by people with different abilities.

➡ **Emphasise that this type of game is designed to be:**

- Simple to learn
- Flexible to adapt
- Playable by a wide range of people.

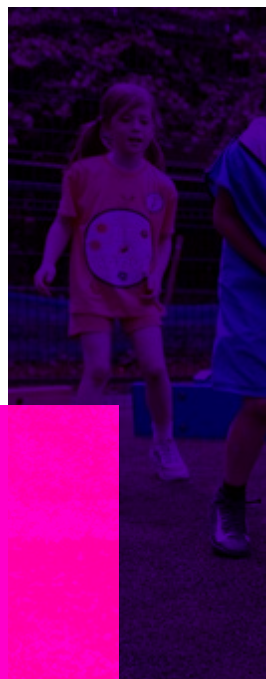
➡ **Playing and observing**

In small groups, encourage the pupils to play the game for a short period of time.

➡ **As they play, ask them to observe:**

- Who finds it easy to take part
- Who might find it harder
- Which rules or features help inclusion.

Pause play briefly to allow pupils to share their observations.





➔ Adapting for inclusion

In their groups, ask pupils to make one change to the game to improve inclusion. This might include:

- Changing a rule
- Changing the distance or space
- Adapting equipment
- Adjusting how turns are taken.

➔ Groups explain:

- What they changed
- Who the change helps
- Why it makes the game more inclusive.

Allow each group the time to teach their new rule to a different group.

Review and reflection



Reflection questions:

- What changes helped more people take part?
- Did any changes help everyone, not just one group?
- Where else in everyday life do people need activities or spaces to be designed so they are more accessible?
- Ask pupils to complete a sentence on sticky notes for their reflection wall: “An inclusive activity is one that...”



Partner school activity



If you are working with a partner school, you could:

Share some of the ways your pupils changed the game and their suggestions of places within their community where accessibility could be improved.

Session 5

Where do I fit in the Commonwealth?



1 Learning objectives:

To explore how people can belong to a place and community.
To research and present information about countries participating in the Commonwealth Games.

2 Curriculum areas:

Geography, Art and design, Languages.

3 Core value:

Humanity (with Equality).

4 Resources:

Slides 27–31. Internet access, information books, art materials.





Information for teachers:

The official mascot for the Glasgow Games is a Unicorn called Finnie with a purple mane and traffic cone for a horn! Finnie was designed with help from 76 children from schools across Glasgow who were known as Mascot Makers. She is named after the Finnieston Crane, in the middle of the city and her traffic cone horn is a reference to a local tradition of putting a traffic cone on the head of the Duke of Wellington statue outside the gallery of Modern Art. Finnie also has a silver flash in her shoes as a reference to the River Clyde's shipbuilding history and her earring reflects the Glasgow Coat of Arms. She also wears a friendship bracelet created by the Mascot Makers.

See Finnie in action.



Starter

➔ Introduce your pupils to Finnie – the official mascot of the Glasgow Games – and share her links to the host city. One of the young mascot makers involved in designing Finnie said, “To me, the mascot represents my city, Glasgow, and stands as a symbol of the 2026 Commonwealth Games. It’s something I’ll always feel proud to have contributed to.”

➔ **Things to discuss with a partner:**

- Where do you feel you belong?
- What places are important to you or your family?



Activities



Design a mascot

- ➡ Invite your pupils to design a mascot to represent your community. Encourage them to think about:
- ➡
 - An imaginative name for their mascot
 - How might aspects of its physical appearance represent their locality?



Exploring another Commonwealth nation or territory

- ➡ Divide your class into small groups. Explain that you are going to learn about another place in the Commonwealth which is different from their own and find out information about its language, culture, and heritage.
- ➡ Ask each group to choose a Commonwealth country from the list on slide 8.
- ➡ Using iPads, books or printed information, ask the pupils to create a fact file about their country that includes:
 - Country name and flag
 - Capital city and key geographical facts
 - Official language(s) and one key phrase
 - Popular foods and festivals
 - A famous sportsperson from that country.





Adaptations

The challenge level for this activity can be varied by:

- Providing scaffolding templates
- Offering specific sources for pupils with Special Educational Needs and Disabilities (SEND) or pupils with Additional Support Needs (ASN)
- Encouraging stretch and challenge by asking pupils to include historical information or sporting statistics from their chosen country.



Depending on resources available, your pupils could present their information to an audience using a method of their choice. They could make paper booklets, digital postcards, mini presentations or a 'report' from the country of their choice using a suitable 'greenscreen' background and available software.

Review and reflection



Reflection questions:

- What were the three most surprising things you learned about your chosen country?
- What were the biggest similarities with the country that you are from?



Partner school activity



If you are working with a partner school, you could:

Exchange pictures of your community mascots and fact files about different Commonwealth countries.

Session 6

Destiny – how do challenges shape our journeys?



1 Learning objectives:

To describe challenges athletes may face. To explain how people can respond to setbacks or change. To understand how perseverance and adaptation can shape success.

2 Core value:

Destiny

3 Resources:

Slides 32–35 Athlete Story Sheets, appendix 3 (Neil Fachie and Eilish McColgan).

Starter

- ➔ Show images of athletes competing at the Commonwealth Games. Ask pupils what challenges athletes might face before reaching major competitions and whether success happens straight away or takes time. Introduce the idea that Destiny is about how people respond to challenges and opportunities over time.



Activities



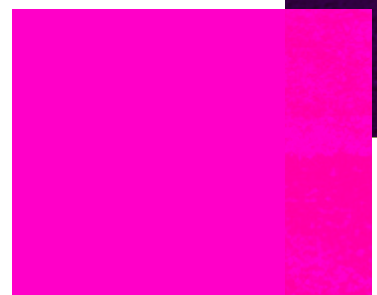
Expert groups jigsaw activity

➡ Provide the reading texts about Neil Fachie and Eilish McColgan. Clarify key vocabulary and ensure pupils understand who the athletes are and what happened in their journeys.

➡ **In groups, pupils complete the comparison table:**

Athlete	Challenge	Response	What happened next?
Neil Fachie			
Eilish McColgan			

➡ Pupils choose one moment from either story when the athlete faced a challenge. They respond by writing a short explanation, creating a before and after picture of the moment, or drawing a diagram showing the challenge and response.



Review and reflection



Reflection questions:

- What challenges did the athletes face?
- What helped them continue?
- What can we learn from their journeys?
- Complete the sentence **“Destiny can be shaped when people...”**



Partner school activity



If you are working with a partner school, you could:

Compare the athletes' journeys and discuss the challenges they faced. Pupils might share their ideas by comparing the challenges they noticed, discussing how people respond to setbacks in sport and life, and sharing examples of athletes from their own country who overcame challenges. They could also create a simple journey map showing key moments in an athlete's path to the Commonwealth Games.



Next stop – India

The next Commonwealth Games will take place in Amdavad (Ahmedabad), Gujarat in India in 2030.

Did you know...

- Gujarat is famous for its colourful festivals, food and traditional dance called garba.
- Amdavad (Ahmedabad) is known as a UNESCO World Heritage City because of its historic buildings and culture.
- India has 22 official languages and hundreds more spoken across the country and is one of the most culturally diverse countries in the world.
- Cricket is the most popular sport in India, and many children dream of playing for their country.

Celebrate your learning

To celebrate your pupils' learning, why not invite friends and family to school to share your pupils' knowledge and understanding of the Commonwealth and the upcoming Commonwealth Games. They could show their displays, batons and posters to their guests, teach them how to play the games and sports they have learned about, and share what they have discovered about other Commonwealth countries.

Find out more

Working with a partner school

The British Council has practical guides to help you begin collaborating online, as well as a toolkit and support available to help you sustain strong and effective partnerships.

[Find more information on partnership opportunities.](#)

You may have your own existing connections as a school or as an individual, but if not, the **[British Council's Partner Finder Database](#)** can help to connect you free of charge to other schools across the globe that may be interested in collaborating.

This **['getting to know you' resource](#)** gives some practical ideas for ways of engaging effectively with international schools.

Find out more about the King's Baton Relay, the Commonwealth and the Commonwealth Clean Oceans Plastics Campaign:

[Finnie welcomes you to Glasgow.](#)

[The Inaugural King's Baton Relay explained.](#)

[More information on Commonwealth countries.](#)

[The Royal Commonwealth Society's Commonwealth Clean Oceans Plastics Campaign.](#)

[The Royal Commonwealth Society's Commonwealth Clean Oceans Plastics Campaign – country clean-ups.](#)

Other resources:

[Official website of the Commonwealth Games, Glasgow 2026.](#)

[Schools can find information about Commonwealth Games sports, plus many others on the 'Your School Games' website.](#)

[Schools can register for access to official Commonwealth Games, Glasgow 2026 images and logos.](#)

[The British Council produces many other educational resources across the primary and secondary curriculum.](#)

[The Youth Sport Trust provides resources for schools who wish to become more physically active.](#)



Appendix 1

Access to sport and play for girls

➡ **Text 1: Sport and play are children's rights**

Around the world, many children have responsibilities at home that make it difficult for them to spend time playing. Some help with farming, collect water or care for younger brothers and sisters. In busy communities, there may also be fewer safe places where children can play together.

In Uganda, schools and community groups began working with the organisation Right To Play. Teachers and coaches organised regular play sessions where boys and girls could take part together. The activities included games, running and teamwork challenges. Teachers noticed that children became more confident, worked better together and were more willing to take part in class.

What this shows:

Play is not only fun. It is an important part of children's development, and the United Nations Convention on the Rights of the Child says every child has the right to rest, play and take part in recreational activities.

➡ **Text 2: Participation is not equal everywhere**

In Fiji, rugby is the country's most popular sport. For many years, however, it was mostly played by boys and men. Girls who wanted to play rugby often faced barriers, and many schools did not have teams for them.

Over time this began to change. Schools and community groups introduced girls' rugby programmes so that girls could learn the game and play in competitions. As the teams trained and played matches, attitudes began to shift. Parents and teachers saw how much the girls enjoyed the sport and how it helped them develop confidence and teamwork.

Today many schools in Fiji have girls' rugby teams, and young players have role models in the Fiji women's national rugby teams, who compete internationally.

Across the Commonwealth, however, children do not all have the same opportunities to take part in sport. In almost every Commonwealth country, boys participate in sport more often than girls.

What this shows:

Girls and boys should both have equal opportunity to take part in sport, but in many places girls still have fewer chances.

Text 3: Barriers to participation

In some communities, cultural expectations have traditionally meant boys were more encouraged to play sport than girls. Barriers to sport can include social expectations, cost, access, safety, or limited facilities – and these vary across all countries.

In Rajasthan, India, schools and organisations introduced girls' cricket programmes in several villages. At first some families were unsure about their daughters playing cricket. But as the girls trained and played matches, they developed new skills and confidence.

Parents began to support the teams and attend matches. Teachers also noticed that many girls who played sport became more confident in school.

Girls around the world can face different barriers that make sport harder to access. These can include a lack of safe spaces to play, limited equipment, the cost of clubs or travel, or having less free time because of responsibilities at home.

What this shows:

When communities support girls' sport, barriers can be overcome and more girls can take part.

Text 4: Making sport more inclusive

When the South Morningside Primary School girls' football team in Edinburgh, Scotland, won their schools cup, they were given a small plastic trophy. The boys' team received a much larger trophy on the same day.

The girls felt this was unfair, so they wrote to the organisers to explain why the prize should be equal. After hearing their concerns, the organisers bought a new trophy the same size as the boys' trophy and presented it to the team.

This story shows how speaking up can help create change.

Schools and communities can support girls' participation in sport in many ways. They can create safe and welcoming spaces for children to play, offer activities at different times of day and provide both mixed and girls-only sessions.

What this shows:

Fair treatment and equal opportunities help make sport more inclusive for everyone.

➔ Text 5: Why this matters

In the village of Kolsindur in Bangladesh, a group of schoolgirls began playing football together in the early 2010s. At first they had very little equipment and limited facilities. However, teachers encouraged them to take part in school tournaments.

As the girls trained together, they began winning matches and gaining attention across the country. Several players eventually joined the Bangladesh national women’s football team.


Their success changed attitudes in the village. Parents who had once been unsure about girls playing football began to support their daughters. More girls started attending school and joining sports clubs.

What this shows:

When girls have equal opportunities to play sport, it can change lives and strengthen whole communities. Across the Commonwealth, teachers, coaches and families are working to create more equal opportunities for all children to participate in a variety of sports/sporting activities.


Appendix 2

Bowls resource cards.



Skill Based: Ladder

PRIMARY



How to make it easier

- Make the zones longer
- Make the zones wider
- Add more zones
- Put the end zone against a wall so the ball comes back down the ladder if it hits the wall.

How to make it harder

- Make the zones shorter
- Make the zones narrower
- Keep the end zone away from a wall
- Your ball rolls outside of the ladder you lose 1 point.
- Call a zone before you play your shot, if it doesn't land in the zone you call, then you start across any points.

How to play

- Up to 4 players per ladder
- Each player takes turns to 'Deliver' (roll) their ball onto the ladder - suggest 3 goes each to start
- Score points depending on what zone the ball stops in
- Zone one - 2 points, Zone two - 4 points, Zone three - 6 points
- Whose is the player to have the most points at the end of that 3 goes
- If it is a tie, then it's a one ball shoot out, highest score wins.

Safety

- Use one ball per ladder to ensure there are not multiple balls being played at any one time per group.

Equipment required

- 10 cones
- 1 tennis ball
- Optional - Replace ball with New Age Bowl or Bowls Buddies.

Space required

- Create 3 zones in the shape of a ladder, 1.5 metres approximately between each zone
- Place 2 cones 1.5 metres approximately apart to create the width of the ladder
- Place a cone 3m approx. away from the start of the ladder where each player will roll their ball from.


Estimated set-up time

- 2 minutes.


Difficulty level

●●●


Spirit of the Games



How could you improve your delivery and the chances of scoring the highest points?
What would you change next time to improve your score?



If you didn't score what you wanted to, how did you approach your next shot and how did you remain focused?
How do you feel when you keep practicing something until you finally get it right?



Appendix 3

Athlete story 1: Neil Fachie

➡ Neil Fachie is a Scottish Paralympic cyclist. When he was young, he began losing his sight because of a genetic eye condition. Even though his vision became very limited, he loved sport and wanted to compete at the highest level. At first, Neil trained as an athletics sprinter and represented Great Britain in international competitions. However, he did not achieve the results he hoped for and realised athletics might not be the sport where he could reach his full potential. Instead of giving up, Neil decided to try cycling. Because he is visually impaired, he competes on a tandem bicycle with a sighted pilot riding in front. The change proved successful. Neil went on to win Paralympic gold medals and also won gold at the 2022 Commonwealth Games in Birmingham in the tandem sprint. His story shows that sometimes success comes from adapting and choosing a new path when challenges appear.

Athlete story 2: Eilish McColgan

➡ Eilish McColgan is one of Scotland's best-known distance runners. She grew up in a family that loved athletics and enjoyed running and competing from a young age. As she developed as an athlete, she trained hard and competed internationally. However, her journey was not always easy. Like many athletes, she faced injuries that forced her to stop competing for periods of time. Recovering from injuries requires patience, determination and careful training. Instead of giving up, Eilish adapted her training and continued working towards her goals. Her persistence paid off when she won the 10,000 metres gold medal for Scotland at the 2022 Commonwealth Games in Birmingham. Her journey shows that success often takes many years of effort and that challenges can help people grow stronger.



