



## What's going on this week?

A Spanish triathlete has received praise from all around the world for letting his opponent win third place in the race after he took a wrong turn. Diego Mentriga allowed Britain's James Teagle to finish ahead of him in the Santander Triathlon, after he made the wrong turn towards spectators less than 100 metres from the finish line. Teagle threw his hands in the air in agony as Mentriga overtook him. Realising his opponent's error, the 21-year-old slowed down and stopped short of the finish line. Teagle finished third by a fraction of a second.

### Main question:

#### Should you always try to win?

##### Listen, think, share

- Look at this week's poster and talk about what we can see. Explain that one of the men in the poster has been in the news because in a recent triathlon race, he stopped to let another go past him at the finish line. Can you think of any reasons as to why he might have done this?
- Look at the assembly resource, which shows what happened at the end of the race. Talk about why you think the runner, who stopped to let the other past, made the choice he did. Talk about the consequences of each of the choices he had.
- Watch the video from this week's useful videos, which shows the end of the race. Talk about what you would have done in a similar situation, would you have let the other runner pass you at the end?
- Can you think of a time when you have won or done well in something you've taken part in, how did you feel? How about a time when you didn't do so well? Talk about how different that feels.
- How important do we think it is to win? Should we always try to win all we do? Is trying to win the same as trying our best? Talk about how they are different.

##### Reflection

It's important for us to understand that we cannot be the winner at everything, all the time. Some of the time we have to be content to know that we are doing our best.



## KS1 Focus

### Question:

#### What do we mean by winning and losing?

##### Listen, think, share

- Think about the words 'win' and 'lose'. Explain that when we take part in a competition with other people, we often have somebody who wins and somebody who loses.
- Look at resource 1, which shares some examples of competitions, where there will be people winning and losing. Have you ever taken part in any events like these? When? Can you think of any other examples where you might have winners and losers?
- Have you ever taken part in a competition or a game? When was it? Who else took part? Did you win or lose?
- Sometimes if we work hard and practise, we might be more likely to win, other times, winning might be because we are lucky. Decide which competitions on resource 1 might be won because you worked hard.
- How do you feel when you win? Record a list of vocabulary on the board. Repeat the process for how it feels when we lose. Which do you prefer?
- Discuss how we might behave after winning or losing. Do we cheer and celebrate when we win? Have you ever cried or been angry when you lost? Have you ever felt proud and happy even though you lost?

##### Reflection

In order to win, other people have to lose. It is important that we respect and appreciate the people who are competing against us.



## KS2 Focus

### Question:

#### Is it always beneficial to be competitive?

##### Listen, think, share

- Write the word 'competitive' on the board. What do you think it means to be competitive? Do you think you are a competitive person?
- Explain that the definition of competitive is having a strong desire to be more successful than others. What do you think being successful is? Do you think what one person may view as success could be different from someone else?
- Look at resource 2, where some children share whether they feel they are competitive or not. Who do you think is most like yourself? Can you order these children from most competitive to least competitive?
- Diego Mentriga allowed James Teagle to finish ahead of him. Would you describe his actions as competitive? Mentriga could have finished in 3<sup>rd</sup> place, he could have been more successful than Teagle but he chose not to. Why do you think he did this?
- When you take part in games or competitions, do you think you have to be competitive in order to give yourself the best chance of winning? Do you think losing is harder for competitive people?
- Is it possible to be a competitive person in some situations but not others? Is it always beneficial to be competitive?

##### Reflection

Some people are more competitive than others. There may be times when being competitive is beneficial and other times when it may not be.

## KS2 Follow-up Ideas

**Option 1:** Ask the children to imagine they are standing in the centre of a huge stadium, filled with people, who have come to watch the 100m sprint they are about to take part in. Think about:

- What are the crowd doing?
- What are the other competitors doing?
- How do you feel?
- What are you doing?
- What else can you see, hear, smell?

Write a paragraph to describe the build-up to the race in first person. Encourage the children to develop tension. Include using senses, short sentences, powerful vocabulary and 'show, don't tell'.

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**Option 2:** Explain that races are often timed so we know who has won. Think about:

- How many seconds are there in a minute?
- How many minutes in an hour?
- How many hours in a day?
- How long do you think it would take to run 100m? 10km? A marathon?

Ask the children to plan a competition that needs to be timed in order to find a winner e.g. a sprint race, how long it takes to do 20 star jumps, who can hold their breath the longest. If possible, allow them to time 5 children taking part in their competition and record the times.

- Can you read the times out loud?
- Who won the competition?
- Can you order the times from fastest to slowest?
- What was the average time?
- What is the difference between the fastest and slowest times?

## KS1 Follow-up Ideas

**Option 1:** Think back to how it feels when we win and how it feels when we lose. Ask the children to share their ideas. Record the vocabulary on the board.

- Do you like winning? Why?

Split a piece of paper in half. Ask the children to use pictures, words and sentences to share how it feels to win and how it feels to lose.

- Does everyone feel the same?
- Do you think some people can lose something but still feel good?
- Is it important to be able to win and lose?
- How do you feel when a friend wins something that you didn't enter?

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**Option 2:** Ask the children to think about a time when they won something.

- What was it?
- Who was there?
- How did you feel when you won?

Sometimes, when we win a competition, we might be given a trophy, a medal, a certificate, a rosette or a prize.

- Have you ever won a trophy, medal, certificate, rosette or prize?

Design and make an award that could be given to somebody for winning something or for being the best at something. Think about:

- What is the award for? Winning a race, being the kindest friend, getting all your spellings correct?
- What materials do you need to make your award?
- How will you make it?

## This Week's Useful Websites

This week's news story

[www.bbc.co.uk/news/world-54224410](http://www.bbc.co.uk/news/world-54224410)



## This Week's Useful Videos

The end of the race

[www.youtube.com/watch?v=8NjRL-K5RMO](http://www.youtube.com/watch?v=8NjRL-K5RMO)



This week's Virtual Assembly

[www.picture-news.co.uk/discuss](http://www.picture-news.co.uk/discuss)

## This Week's Useful Vocabulary

**Agony** – great physical or mental pain.

**Consequence** – the result or effect of something.

**Content** – to be happy or satisfied.

**Error** – a mistake; something that is incorrect or wrong.

**Opponent** – someone who competes with or opposes another in a game, contest or argument.

**Spectator** – a person who watches at a game, show or other event.