

Year 5 Mini Sports Leaders Course Teachers Session Plans – Week 1

Venue:

Time:

Date:

Group Size:

Unit 1: Introduction - What is a Leader? Aims: Leaders should understand and be able to demonstrate the qualities of a good leader	Resources
<p>What is the Young Leaders Course? A programme that teaches young leaders the qualities of a good leader and how to organise and deliver multi skills activities to young children</p> <p>What is a Leader? In pairs ask leaders to discuss what they think a leader? (leaders should write down their ideas on worksheet 1, see appendix)</p> <p>Ask all leaders to share their ideas, Collect main points on the board. <i>Examples: Communication, organisation, team player, approachable, friendly, knowledge, experience, listener, take lead, role model, enthusiastic</i></p>	<p>Worksheet 1 Wipe board/flipchart</p>
<p><u>Activity: "Follow The Leader"</u> Split into groups of 4/5. One leader takes the "Followers" anywhere in a given area. They must use a variety of movements (hop, skip, walk backwards etc) The leader must demonstrate at the front of the line what actions they want the others to follow.</p> <p>Stop the activity, chose a new leader. This time the leader stands next to the group and verbally gives the "Followers" instruction, without demonstrating.</p> <p>Ask the leaders why the two different ways (demo/no demo) of delivery are different? <i>Examples:</i> Communication: give instructions that others can understand; make sure others can hear you; using demonstrations are easier. Safety: ensure activities are safe and no one will get hurt, is the space you are using safe? Enjoyment: make sure everyone can take part: make activities fun so no one gets bored: change activities often Co-operation: working with others; sharing space and equipment Responsibility: appropriate and safe activities; act as a good role model; appearance; good behaviour Organisation: be prepared; plan ahead, understand what you are teaching; set up activities in advance Knowledge: understand the rules of the game; helping people to improve</p>	

<p><u>Activity: "Line Up"</u></p> <p>Chose 1 pupil as the leader. The leader must organise the group in a line of how old the pupils are, starting Sept – Aug New leader, same as above, organise group into a line of travelling distance to school, short distance – long distance New leader, same as above but the leader can not speak, organise group in height order, smallest – tallest.</p> <p>Ask leaders what problems they faced with no speaking during the last task?</p>	
<p>Main Game: Bench Ball – "Games" in appendix</p>	<p>Appendix – Games Sheet</p>

Year 5 Mini Sports Leaders Course Teachers Session Plans – Week 2

Venue:

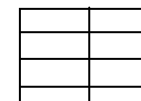
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Unit 2: Learning the STEP principles Aims: Leaders should understand why they need to consider SPACE when running activities	Resources
<p>In all activities there are 4 main aspects that can be changed:</p> <ul style="list-style-type: none"> • Space • Task • Equipment • People <p><i>(write the STEPs Principles on the wipe board)</i></p> <p>By changing any of these 4 aspects the whole activity will be altered. Leaders need to be aware that in order to lead safe, fun, effective sessions they need to make the right decision about STEP</p>	<p>Wipe board / Flip chart</p>
<p>Learning about “SPACE” Leaders need to understand that the space used throughout a session is very important. Space includes:</p> <ul style="list-style-type: none"> • the activity that is being played in • the position of players within that space 	
<p>Activity – “Blog Tag” Chose 1 leader as the Tagger. Taggers have to “Tag” people. If a leader is tagged they must join hands with the tagger, tag a 3rd person and they join the chain as well. Once a chain of 4 is made they split into 2s and continue to tag people.</p> <p>This game is to highlight the importance of Space, therefore try and play this game over a large space (playground/field). Ask the leaders Did they enjoy the game? Could the game have been made better? If so how? How does the space affect the game? What would be the ideal space? (smaller/larger) How could you make sure the players knew where the space was? <i>(Use lines on floor/cones)</i></p>	

<p>Dependant on time play, "Blog Tag" again within a small area and note the differences.</p> <p>Hopefully leaders should understand that if the space is too big then its really hard for the tagger and gets boring for the runners. If the game space is too small then it will be too easier for the tagger and the game will be over too quickly</p>	
<p>Activity: "3s a Crowd" Allow leaders to set up their own 3 v 3 passing game. Allow Leaders to set up their own space. If leaders are being too organised rearrange the group for the utmost chaos e.g. make area smaller/larger)</p> <p>Talk about the spaces they have been working in and decide on a good space for this activity so the activity is more successful, not too difficult and fun.</p>	<p>Soft balls cones</p>
<p>Working space for different class sizes Candidates need to be given a space to work within whilst performing activities in order to make the drill more effective, fun and safe.</p> <p>Activity: Pass & Score Set up a 2 v 2 passing game where making 3 successful passes between your pair equals a "goal". If the other pair catches touch the ball but don't gain possession they must start the 3 passes again. If the other pair gains possession then they try to get 3 passes to score a "goal".</p> <p>Firstly let the group play all in the same given space as shown;</p> <p>Arrange the teams are sharing a playing area, using cones/markers Was this better than the first game?</p> <p>Swap teams again into a smaller working space, as shown</p> <p>Discuss the advantages of setting small work spaces for people to work in <i>e.g. safer, organised, structured, easier to play game etc)</i></p> <p>Hopefully leaders should understand that</p> <ul style="list-style-type: none"> • The size of the group affects the size of the playing area • Smaller areas are used for smaller numbers e.g. 2 v 2 • Grids are a useful ways to divide an area for activities, also keeps group organised and under control 	<p>Soft balls cones</p>



Year 5 Mini Sports Leaders Course Teachers Session Plans – Week 3

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Unit 3: Learning the STEP principles - continued Aims: Leaders should understand how to explain / communicate the TASK when running activities	Resources
<p>If a leader is going to set up an activity it is important that they understand how to give clear instructions and know when to demonstrate activities. By combining both these forms of communication leaders should be able explain and run simple activities to young people.</p> <p>Write main points for leaders to remember when giving instructions:</p> <ul style="list-style-type: none"> ● Know exactly what you are talking about ● Keep it simple, fewer words the better ● Every activity will have the same basic plan (<i>aim of activity? – To score between lines, how do you achieve it? Throwing and catching, what happens if you score? Other team gets the ball</i>) 	<p>Wipe board / flip chart</p>
<p>Any games can be used as an example for leaders to practice giving instructions.</p> <p>Tutor starts the following game then chooses a leader to lead on following games:</p> <p><u>Activity: “Traffic Lights”</u></p> <p>Players are spread out in a given area. One leader stands to the side of the group shouting instructions:</p> <ul style="list-style-type: none"> ● Red: stop ● Green: run in any direction ● Amber: sit down ● Taxi: give someone a piggy back ● Traffic Jam whole class gets into a straight line ● Speed Bumps: jump 2 footed ● Reserve slowly: slowly walk backwards ● Roundabout: whole group forms a circle 	<p>Various equipment Cones/hoops/bean bags Football Basketball Netball Hockey</p>

<p><u>Activity: "Aboard Ship"</u></p> <p>Set up same as Traffic lights:</p> <ul style="list-style-type: none"> • The captains coming: salute • Brush the deck: pretend to brush the deck • Man the lifeboats, in 2s row sitting down • Shark attack: wave arms in the air and shout "Help" • Rates aboard: move feet very quickly • Scrub the deck: pretend to scrub the deck 	
<p>Chose 2 groups of 2 leaders to explain the following games</p> <p>Activity "Dragons Den" see appendix</p> <p>Activity "Number Game" see appendix</p>	<p>See appendix</p>

Year 5 Mini Sports Leaders Course Teachers Session Plans – Week 4

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Unit 4: Learning the STEP principles - continued Aims: Leaders should understand how to consider Equipment & People when running activities	Resources
<p>Demonstrate how the following games have the same theme, however can be changed using different equipment</p> <p>Below are some tag games that use a variety of equipment, leaders will see how a game can be changed with the introduction of different equipment</p> <p>Activity: “Tag” Basic tag game with no equipment. Chose 1 leader as the tagger, once they have tagged someone else they become the tagger</p> <p>Activity: “Tails” A variation on tag. Everyone has a “tail” which maybe a bib or coloured band. Aim of the game is to get as many tags as possible without losing your own tag. After 1min see who has the most tails</p> <p>Activity: “Ball Tag” Tagger with soft ball has to tag other people by hitting them below the shoulder with the ball</p> <p>Choose either of the games below to demonstrate the how changing equipment can make the activity easier/harder (see appendix) “Caterpillar Rounders” “Scatterball” “Goalie”</p> <p>Once you have played the game, ask the leaders the following:</p> <p>Does the type of bat used make a difference? <i>(rounders bat, cricket bat, tennis racket)</i></p> <p>Does the number of balls the batter hits make a difference? <i>(Easier /harder for fielders/batters?)</i></p> <p>Does the type of ball used make a difference? <i>(Soft/hard ball – different distances, small/large ball, easy/hard to hit/catch)</i></p>	<p>See Appendix</p>

<p>Are there some types of balls that aren't suitable for these games? <i>(Cricket ball/basketball/baseball/rounders ball)</i></p>	
<p>STEPS Principles PEOPLE Leaders will have to learn how to communicate and organise people.</p> <p>When planning a session leaders need to consider:</p> <ul style="list-style-type: none">• Where is each player going to stand?• Do the players understand what they are doing?• How many in a group?• How will they get players into groups? <p>Write the above on the wipe board</p>	<p>Wipe board flip chart paper</p>

Year 5 Mini Sports Leaders Course Teachers Session Plans – Week 5

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Unit 5: Warm ups & activity planning Aims: Leaders should understand why we warm up and how to plan and run a warm up.	Resources
<p>Why is it important to warm up?</p> <ul style="list-style-type: none"> • Get the heart beating faster in order to pump the blood around the body quickly • Stretch the main muscles so that nothing gets pulled • To get the mind ready for exercise <p>What kind of activities can we do to get the body warm and ready for exercise? (List the warm ups the leaders say on the wipe board)</p> <p>Activity “Gears” This activity helps the leaders to gradually increase or decrease intensity. Explain the children are a car with 5 gears, gear 5 is the highest and gear 1 is the lowest. Chose a leader to take a lead on this activity. The leader calls out gears from 1-5; pupils must run around in the space demonstrating the different gears. Choose another leader to lead on the gear game but for a cool down, gears 5-1.</p> <p>Did the leaders feel themselves getting warmer/heart beating faster in the 1st game and cooler/heart beating slower in the 2nd game?</p> <p>If time there are various warm up games in the appendix</p>	<p>Wipe board / flip chart</p>
<p>Stretches It has been noted that stretching primary aged children does not reduce the risk of injury as young children are flexible anyway, however it is still good practice for children to learn stretches for when they are older.</p> <p>Stretching as a group provides an opportunity to discuss the aims of the activity and question children around health and fitness.</p> <p>Ask leaders what stretches do they know? <i>Leaders should demonstrate to the rest of the group.</i></p>	

<p>Stretches: 1 x head stretch 2 x arm stretches 3 x leg stretches 1 x ankle stretches</p> <p>It is important not to bounce in stretches in the warm up</p>	
<p>Dress Rehearsal Organise the pupils into pairs. Using the activity cards (game cards in the appendix), give each pair an activity card that they need to practice. The leaders will then deliver this activity to the rest of their peers. Leaders should have 10 mins to organise their activity.</p> <p>Things to Remember :</p> <ul style="list-style-type: none"> • Organisation of area – Size, spacing • Equipment • Getting players into groups • Giving a demonstration • Controlling activity once its started • Ending activity 	<p>Equipment for the activity</p> <p>Write “Things to Remember” on the wipe board / flip chart</p>

Year 5 Mini Sports Leaders Course Teachers Session Plans – Week 6

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Unit 6: Planning Activities Aims: Leaders should understand how to plan sports activities	Resources
<p>Leaders should be put into pairs. The leaders now need to think of their own activity which they will deliver to their peers in the next lesson. The leaders need to plan and deliver a 10 min activity to their peers. Leaders will be assessed on this task during the next lesson.</p> <p>Things to remind the leaders: STEPs Principles</p> <ul style="list-style-type: none"> • What space do they have to work in (sports hall, field, playground) • How many participants will there be? (10-16 leaders) • How long will they lead for? (10mins) warm up not required • What equipment is available for the activity <p><i>Leaders can either use games that have been previously used throughout the course or they can make up their own.</i></p> <p><i>The leaders planning time will take up most of the lesson, or this can be given as homework</i></p>	
<p>Opportunities for Evaluation Throughout the course the leaders have been encourage to evaluate the games and activities delivered. Therefore during the leader’s assessment in the next lesson, on rotation a couple of leaders will not take part in order for them to practice evaluating a session.</p> <p><i>(show leaders evaluation sheet in appendix, this demonstrates what leaders will be assessed on during their activity)</i></p>	Appendix evaluation sheet

Year 5 Mini Sports Leaders Course Teachers Session Plans – Week 7

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Unit 7: Practical Assessment & Evaluation Aims: Leaders to deliver their activity to the group and be assessed	Resources
<p>Leaders deliver their planned 10 min activity to their peers</p> <p>Dependant on the size of the group, during each activity different leaders should be pulled out to assess the activity along with the teacher or Sports Coordinator using the Evaluation sheet (See appendix)</p> <p>After each leader’s activity the tutor and leaders assessing should give feedback on how they feel the activity went.</p> <p>Tutors can assess all leaders delivery by using the tutor assessment sheet (see appendix)</p>	<p>Various equipment dependant on what activities the leaders are delivering</p>

Next Steps.....

Once leaders have successfully completed the course, contact your Sports Co-ordinator to order the Sports Leaders Certificates. Sports Leaders Caps (Red caps) are also available from the SSP at a cost of £3 each.

Leaders can now be used to assist with the running of sports activities within your school, however the leaders still need to be supervised. Leaders can assist with the following:

- **Delivering year 1/2/3 multi skills festivals**
- **Lunchtime clubs**
- **Afterschool clubs**
- **Sports days**
- **School sports week**

We would like to keep details of your sports leaders so we can continue to offer them volunteering and training opportunities through to secondary school. Please ask all leaders to complete the consent form and hand them to your sports coordinator.