



Young Leaders Award

Lesson 1 – Classroom Based

Equipment needed - Big piece of paper and a pen per group

Ask pupils to discuss the following questions in their small groups ready to collate their ideas as a group.

What is a leader?

Write down and collate answers and

Give examples of who is a leader

E.g. in school, at home, the country etc

Collate main points.

What makes a good leader? e.g.

- * Good communication
- * Organised
- * Enjoyment
- * Responsible
- * Good role model
- * Enthusiastic
- * Plans their activity well
- * Co operation with others
- * Maturity
- * Appearance - correct clothing

The list is endless, but write up points from each group on a board. Ask the pupils to select their top 5. Underline using the original list and this now becomes yours and the pupils marking criteria and will be the points they are judged on in terms of being an effective and good leader. (You might want to allocate a scribe both on the board and to write the list down so you have a copy, or keep the flipchart paper)

Make it obvious to pupils it is no longer acceptable to mess around as they are now and will be treated as "the teacher".

Task/ Extension

Make a poster to show the main skills and qualities that a good leader needs



Over the next 4 weeks the Young Leader's (YL) will concentrate on the STEP principle

S - Space

T - Task

E - Equipment

P - People

Each lesson will focus on a particular section of the STEP principle, but it must also incorporate a warm up and cool down. Every child will see and do 2 different warm ups and cool downs a week in their PE lessons so they should have plenty of ideas. Ideally all children should have a go at either the warm up or cool down:

- In pairs leading groups of about 8-10
- The warm up can be split into 2 pupils leading the pulse raiser and 2 pupils leading the stretches
- 1 pair to lead whole cool down.

It works better if you allocate each week who is going to lead the warm up and cool down next lesson so they can prepare if they want to.

SPACE

YL's have to be able to define the term space to their pupils either as the space they have to play in or the space/position they need to stand.

A lot of this will need to be done by trial and error - so the leaders can work out for themselves what works and what doesn't.

Some ideas for delivery

1. Blob Tag

Taggers have to 'tag' people. If you get tagged you must join (hold hands/wrists/link arms) with the tagger, tag a third person and they link on, tag a fourth and they link on too. However, once a chain of 4 is made, they can split into two two's and continue to tag people. Continue until all the group is caught.

Teacher Notes



This is a basic tag type game. The aim is to highlight the importance of making the correct decisions with regards to space, so the first time the game is played, have only one tagger and play over the biggest space available.

Bring the game to an end and discuss the following questions with the group:

Did they enjoy the game?

- Could the game have been made better?
- How?
- How does the space you use affect the game?
- What would be the ideal space?
- How could you make sure the players knew what the space was?

Play the game again using the ideas the pupils come up. Hopefully these will be things like:

- Larger number of taggers at the start
- Smaller playing area
- Split the whole group into two or three separate groups e.g. 3 groups in a defined area/court, 2 taggers per area/court.
- Define playing area either with line markers or cones

Hopefully the YL's realise that if the space is too big then it is very difficult for the tagger and gets boring for the runners. Likewise, if the space is too small the game is over very quickly and isn't fun.

By choosing line markers/cones and the right sized pitch it is more fun for all involved.

2. 3's a crowd

Develop a basic passing drill in 3's using a soft ball. Allow leaders to choose their own space and to undertake the task. BUT give them a small working area.

Teacher Notes

Stop the activity and question the group in a similar way to blob tag. Find out if the YL's check to see if the way that they were set out affected their enjoyment, achievement or safety. Together, work out the best way to position people so that the activity becomes more successful.

3. Pass and Score

Set up a 2v2 throwing and catching game where making 3 successful passes between your pair equals a 'goal'. If the other pair touch the ball but don't get possession you must start your 3 passes again. If the other pair gain possession, they try to get to 3 passes to score a 'goal'



Teacher Notes

Play for a few minutes with all teams in the same area; stop the game and discuss the pros and cons of the working area they had.

Now set them with a specific area e.g. a third of a netball court per group
Was this better than the first game? Why?

Split the space up further and decrease their playing area by approx half ie half of a third of the netball court.

Discuss the bad and good points of this use of space.

Space can be built back up if teams are larger

YL - need to understand

- size of the group will affect the size of the playing area
- The smaller the area is, the less the game will flow as the ball keeps going out of the area.
- Grids are a useful way to divide an area.

Student led cool down - can be very simple such as a gentle walk round the area finishing with some static stretches

HOMEWORK

Plan a basic skill to teach your partner e.g. tying a shoe lace, plaiting hair.
Bring in any necessary equipment for the next lesson.



Lesson 3 – work in classroom before moving outside/into sports hall

Pupils teach each other the skill that they prepared for homework. After the first pupil has taught their skill, ask their partner to give some positive sensitive feedback. Then collate the generic points on the board ie were the instructions clear, was there a demonstration, did you get help, were they organised and have the correct equipment? Discuss the fact that the hard part is being able to split the skill down enabling the participant to have success.

Number two now teach their skill taking on board the discussion points

Teacher Notes

Once again bring them in and discuss positives and negatives.

The next task relates to **communication**.

YL's need to be able to explain the task they want their 'pupils' to perform. They also need to be able to run simple activities where all participants know what they are supposed to be doing and feel comfortable and confident enough to understand their role. This requires good communication skills - both verbal and non verbal.

Some points for them to think about relating to communication:

- Make sure you know exactly what you are talking about. If it's not clear in your head, you won't make anyone else understand.
- Keep it simple. Don't use 100 words when 10 will do.
- Make sure everyone is quiet and listening to you before giving out instructions.
- A picture (or demonstration) paints a thousand words.

What is communication?

What are the different forms of communication? Collate answers on the board.

Verbal Communication

In pairs, A5 piece of paper and pen each. Pupils sit back to back so they cannot see each others drawing. Both draw a simple picture.

1 person describes their drawing to their partner using only verbal communication. Partner must replicate their partners drawing exactly.

Discussion

- How clear were the verbal instructions?
- How could your job have been easier?

Second person now instructs their partner to draw an exact replica of their drawing.

Discussion

- How were your instructions given?
- How could your job have been easier?

Non Verbal Communication

You will need to move to a larger space at this point!!!

Teaching a basic game to small group

The group need to be in pairs. Give each pair a task card which they will have to teach to a group of about 8. Give them no longer than 5 minutes to read their task sheet and plan.

Split the group up into approx 8, ideally getting a YL to do it for you. Give out the task cards. The task cards contain the following games:

Game 1: Traffic Lights

Players are spread out in their designated area. The Young Leader stands at the side so that they can see everyone. The Leader shouts out instructions that the players have to follow:

- red: stop
- amber: sit down / crouch down
- green: run around in any direction
- traffic jam: whole group has to get in a straight line one behind the other
- speed bumps: jump around area, 2 feet together
- reverse: slowly walk backwards



- roundabout: whole group has to form a circle and run around in the circle (as if going round a roundabout)
- lollypop lady: stand still with one hand holding the lollypop and the other directing people 'across the road'
- pedestrian crossing: whole group has to lie down on their backs side by side (only if the weather allows)



Game 2: Aboard Ship

Players are spread out their designated area. The Young Leader stands at the side so that they can see everyone. The Leader shouts out instructions that the players have to follow:

- the captain is coming: salute with hand
- brush the deck: pretend to brush the deck
- man the lifeboats: in 2;s row (standing up or sitting down)
- shark attack: wave hands in air and run around
- rats aboard: move feet very quickly
- scrub the deck: pretend to scrub deck.
- man the rigging: pretend to quickly climb

Teacher notes

Encourage YL's to demonstrate their game at the start. Tell them to add instructions slowly, rather than all at once. When the YL's call out new instructions they should demonstrate. Be prepared to help until they become more confident.

The next two tasks are a little harder to explain and organise.

Game 3: Dragon

Dragon
Treasure

Players

- The dragon's aim is to protect his/her treasure (could be beanbags or similar).
- The dragon turns his back to the players and they have to creep forwards towards the treasure.

- When the dragon turns around the players must freeze
- If the dragon sees a player moving then that player is sent back to the start.
- If a player is successful in reaching the treasure without being caught moving, they can pick it up and run back to the start line before the dragon catches them.
- Once the Dragon has left his/her den to catch the player who has stolen the treasure, the other players must remain still until he/she returns.



Game 4: Rabbits and Radishes

- Players get into pairs and stand back to back with their partner on a given line.

A A A A A A A A A
B B B B B B B B B

- The A line are all 'rabbits' and the B line are all 'radishes'
- If the leader shouts 'rabbits' then all of the rabbits have to run forwards over their line (approx 10m away) to safety before the radishes can catch them.
- Likewise if the leader calls 'radishes' then all of the 'radishes' have to run over their line to safety before the rabbits catch them.

It is important to ensure the group evaluates each others teaching group constructively and positively



Lesson 4 - outside lesson

This lesson focuses on the use of equipment. Young Leaders need to be aware that the choices they make with regards to equipment can have a big effect on their activity.

The following are basic tag games that use a variety of equipment. By playing the different variations on the basic game of tag, your leaders will see how a game can be changed dramatically by the introduction of different equipment.

Tag

Basic tag using no equipment

Tails

This is a variation on tag. Everyone has a 'tail' which may be a bib, coloured band or tag which is tucked into the back of trousers or skirts. The tagger has to try to take other players tags. Once you lose your tail you become the tagger and the original tagger takes your tail and joins in.

Ball tag

Tagger with soft ball has to tag other people by hitting them below the waist with the ball. Once tagger has the ball they cannot move their feet. Must be at least 2 taggers to start with. The tagger is only allowed to throw the ball underarm.

Forfeit Tag

This is like basic tag except: when a player is tagged you have to go into a designated area and skip 20 times/stretch a certain muscle/hoola hoop 10 times etc before coming back into the tag game

You can either play the games as they appear here or you can use them to further explore how equipment can change games by using the following suggestions with each activity.



Caterpillar Rounders

Batting team and fielding team. 1st batter hits the tennis ball. The aim is for the whole of the batting team (not just the 1st batter) to run to a given line/around a cone(s) and back before the fielding team can get the ball to a certain person/area or pass it to every member of the fielding team.

Teacher Notes

Questions to be asked

- What happens if you give a choice of different bats? (rounders, softball, paddle, tennis racket etc)
- Are there any positive things that happen?
- Does anything happen that's not so good?
- Does the type of ball you use have any effect on the game or how good people are at playing it?

Scatterball

There is a batting team and a fielding team. The bowler has 4 tennis balls. Bowler bowls the 1st tennis ball, batter hits it (or misses it!) and nobody moves. Bowler bowls 2nd ball and the same thing happens, then the 3rd and 4th. Only once the batter hits (or misses!) the 4th ball does anyone move.

The aim is for the batter to get around the cone(s) to a given area and back before the fielding team can collect all 4 balls and return them to the upturned cone at the bowler's feet. If the fielding team get the 4 balls in the cone before the batter gets home then the fielding team gets a point.

Teacher Notes

Questions to be asked

- Does the type of bat make a difference?
- Does the number of balls the batter has to hit make a difference as to whether they get round first?

- Is there a relationship between the size of the area and the number of balls the batter has to hit



One of the most valuable activities our YL's can learn are relay races. They are so versatile. If they become confident and comfortable with this skill they will be able to accommodate any number of young children, on a variety of different surfaces with equipment ranging from none to a whole store cupboard full!

Relay Races

You can set a few simple ones up first:

- Run to the 1st line carrying the ball
- When you reach the line throw and catch the ball 3 times
- Run back and give the ball to your team-mate, they do the same
- Next time side step to the 2nd line
- When you get back bounce the ball 3 times

Run back, give the ball to your team-mates who does the same etc

Once the leaders are familiar with the concept of relay races, they can work in small groups to make up their own relay games. They must then join up with another group and teach them their relay games.



Lesson 5 - outside lesson

People

YL's will not only have to communicate with the people they are working with and leading but they will have to organise them effectively in order to run a successful activity.

Decisions will have to be made on:

- Where is each player going to stand
- What job does each player have to do? (Are they chasing or running away? are they scoring or stopping others from scoring?)
- How many in a group/team?
- How will they get people into the group/team?

How to get people into teams - this is a vital and often underestimated skill:

Standers and Sitters (forming 2 teams)

Have everyone get a partner. Have 1 person sit and the other stand. Standers move to a designated area and form 1 team. Sitters become a team.

Group Face (forming small groups)

Have the children moving around changing direction and speed. Leader calls out a number which is the size of the group. This can be made more fun by doing a maths calculation i.e. $4 - 2 + 7 = ?$

Everyday questions (forming 2 groups)

If you get out of bed on the left side then you are over here. If you are a right side move over here. Make up questions to suit the group, the funnier the better!

Hands up and down (forming 2 groups)

Have children line up in the middle of the space. Leader moves past the students and tells them to put their hands up or down. The ups form one team and the downs form another.

Deck of cards

Decide how many groups you want and of what size. Using playing cards select cards of the same number i.e. 3 kings 3 aces 3 jacks and shuffle them up. Pass them out and match up the kings, aces, jacks etc. Bigger teams can be gained by joining packs of cards together.

Sorting by type

Everyone to stand in a line side by side in a certain order e.g. Alphabetically by first name, height, shoe size, birthday, house number etc. can split then up by counting down the line or same month of birthday, house number etc (you may not get equal teams)

Pairs - 4's

If your class is already in pairs or pairs is easy get, join up with another pair to make a four or 3 pairs to make 6 etc.

Teacher Notes

Get the whole group together and get individuals to split the group into various sized groups. Put them under pressure with a time limit.

- Split the group into 2 teams. (You didn't say equal so could just go for a rough guide down the middle)
- Split into 2 equal teams
- Split into groups of 4 etc try to test as many YL as possible

Have fun with this if you have plenty of time get them to split the group up and lead a quick fun activity e.g. relay races or a game you have played or made up in previous lessons.





Lesson 6 and 7 - based in the classroom and outdoors.

The idea behind completing this award is that the year you are running the leadership course with will run a session for a younger year group / pre-school. Use the next two lessons for the pupils to work together to organise this.

Your group are going to organise an athletics based circuit so that the younger children can compete in a competition. Your group needs to plan for a one hour slot. The group will have to set up their circuit and get equipment organised, deliver their circuit and review the circuit afterwards. A warm up and cool down must be included.

The format for the 'sports day' will be like a circuit. This means that each group will run a station/s which will be based on athletic skills and the younger children move around the different stations. Each station will be based on athletic skills eg standing long jump - 1 pt in to the green hoop, 2pts red hoop, 3pts orange hoop. When devising the scoring system, don't go any higher than 3 points for an activity otherwise the scoring gets too complicated. It is vital that that each station has a scoring system and that your pupils understand that each group at their station work as a team not against each other. Enclosed in your pack is a generic score sheet that can be used to help with accuracy and ease of recording on the day.

You can award prizes for the leader in each tutor group who has put a great deal of effort over weeks and has played a big part in their groups organisation, preparation and delivery on the day. You could also consider giving a trophy to the most organised, inventive, motivating tutor group.

Things to think about

- Cover all 3 areas of athletics running, jumping, throwing

- Groups must communicate with each other so that stations are not repetitive.
- Make sure every child can score a point but it is not too easy



Examples of jobs - the following jobs may need more than 1 person

- Scorer for each station
- Leader and demonstrator for each station
- 1 person to lead each of the 6 teams round
- People to run score table
- Who will lead the warm up?
- Who will lead the cool down?
- Who will be in charge of timing?
- Who will set up each station
- Who will design the cards which show clearly how many points they get for how far they jump etc for each station.