



The Stonehenge School/

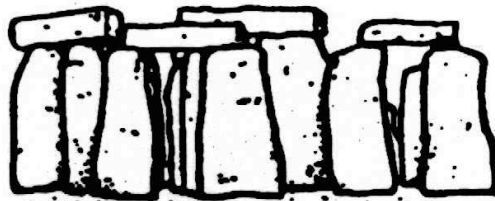
**Sports
Leaders Award**



Student Pack

Name: _____

Tutor group: _____



What is the award?

This award is a nationally recognised award that helps to develop your leadership skills and enable you to work with younger children, either inside school or outside. It is mainly a practical course but there will be some written work as well.

Unit titles

There are 7 units that you will need to complete during the course. Most of the course will be practical but you will also need to complete some worksheets as proof that you have completed the units. The units are as follows:

- 1: Planning, preparing and assisting a simple sporting activity
- 2: Basic communication skills for leading a sporting activity
- 3: Principles and practice in delivering a basic health and fitness session
- 4: Understanding fair play in sport
- 5: Understanding the role of the sports official
- 6: Understanding the scope of local sport and recreational activities
- 7: Demonstration of leadership skills in sport

You will be assessed in each of the above units and also the following values:

| | | |
|------------|----------------|--------------|
| Attitude | Reliability | Enthusiasm |
| Confidence | Responsibility | Effort |
| Commitment | Maturity | Initiative |
| Tolerance | Respect | Self Control |

Assessment will be done through observation by teacher, questioning by teacher, peer assessment, participant feedback and performance.

You will also need to complete a Log Book provided by Sports Leaders UK.

Before starting we need to see what you think being a good leader is about. Sheets D.1, D.2 and D.3 need to be completed after some group discussion and activities.

Teamwork tasks Some of these activities will be done in lessons and you can use others for ideas when planning your own sessions.

- Alphabet Bench - Pupils have to get into alphabetical order without getting off the bench. This time use birth months and they are not allowed to talk. Finally only one person is allowed to talk and they must get in order of house numbers.
- In a circle of 6 hold hands. Have to turn the group so that their backs are together
- Human Knot - Stand in a circle, hold hands with people that are not standing next to you. Untangle your knot without letting go of hands.
- Hoop - Stand in a circle holding hands. Place a hoop between 2 hands and move the hoop round the whole circle.
- Toxic Waste - there is a bucket of toxic waste in the middle of a lions den!!! You must get the waste out of the den without entering it yourselves. You have a variety of equipment available to you.
- Egg game - pupils have to drop an egg without it breaking on the follow. Only have a few bits of equipment available.
- String on wrists - tie string to the wrist of one pupil, then tie another piece to the wrist of another pupil up through the other pupils arms and then tie to wrist. Pupils must untangle themselves!
- Planks - move across a room together.
- Shuttlecocks - in groups place a shuttle cock as far across the line without touching the floor.
- Trust - in pairs one person must catch the other as they fall backwards. Can also be done in 3's.
- Grid - in groups of 9 or more. 8 people stand in a grid 3 x 3 with one gap. Each person is given a number. The remaining players must move the numbers into order moving forward/backward/sideways using the empty space.

Use information from these games to complete sheet D.1

Leadership quiz

1. What skills do leaders need? List the 5 most important

| |
|--|
| |
| |
| |
| |
| |

2. Why is sport good for you?

- a. It makes you more popular
- b. You can earn money from it
- c. You can stay healthy
- d. You might end up famous

| |
|--|
| |
| |
| |
| |

3. You have been asked to run a football session at the local youth centre, which of these questions is the most important?

- a. How much money am I getting?
- b. Who am I working with, and what will I do?
- c. How long is the session?
- d. What time does it finish?

| |
|--|
| |
| |
| |
| |

4. Which of the following factors could be dangerous if you were running a sports session in a sports hall?

- a. The floor is still wet after the cleaner has been in
- b. The children are late for the session
- c. The equipment has been left out from the last session
- d. The children are bored

| |
|--|
| |
| |
| |
| |

5. You are leading a game of tag rugby, you are in charge and have 2 helpers with you. Before you start your session a few jobs come up that need doing. Do you...

- a. Let the helpers do it themselves
- b. Do it all yourself
- c. Do it later
- d. Give some jobs away and do some yourself

| |
|--|
| |
| |
| |
| |

6. You have planned a session for 15 local school children. On the day 30 turn up!!
What do you do?

- a. Don't change anything
- b. Send 15 children back to school
- c. Include the first 15, while 15 sit out, then swap over
- d. Adapt your plan so all 30 can take part

| |
|--|
| |
| |
| |
| |

7. You are running a hockey practice outside on a windy day. As the leader, which of these factors is most important to you?

- a. Having bright clothing on
- b. Being able to project your voice
- c. Being a good fun leader
- d. Having lots of equipment

| |
|--|
| |
| |
| |
| |

8. How much organisation does a sports session need to be a success?

- a. None, its just games isn't it
- b. A bit, as long as you know where and when the session is going to take place
- c. Lots - you need to plan all sorts of things to run a good session
- d. Sport doesn't need organising

| |
|--|
| |
| |
| |
| |

9. Whilst coaching a group some basketball skills, one member of the group doesn't want to join in. Do you

- a. Ignore them
- b. Try to include them
- c. Laugh at them
- d. Tell them off for not joining in

| |
|--|
| |
| |
| |
| |

10. You are coaching a group for football skills. Which place would you stand whilst talking to the group.

- a. Facing the sun
- b. With the sun behind you
- c. Amongst the pupils
- d. It doesn't matter

| |
|--|
| |
| |
| |
| |

Warm Up Ideas

1. Tail Tag - Each pupil puts a bib in their shorts (or use tag rugby belts if available). Pupils have to get as many as they can.
2. Chain Tag - 2 pupils link arms. They have to 'tag' other people. Once there are 4 pupils in a 'chain' they must split in half - so 2 groups of 2
3. Clumps - Pupils run around, when the teacher shouts a number pupils must get into a group that size. Anyone left over is out.
4. Kingball - 2 people are 'it'. They must pass the ball between them and hit people below the shoulders with the ball.
5. Relay games - running, hopping etc
6. Traffic lights - Red = stop, Amber = squat down, Green = Run
7. Stuck in the mud - One pupil is 'it', they must try to tag other pupils. Once tagged they must freeze with arms and legs apart. To be freed another pupil has to crawl between their legs.
8. Beans - Jumping, Runner, Baked (lie down) Frozen, String (stretch tall)
9. Domes and dishes - get a number of cones put half up one way and half up the other. Split group into two teams they must turn as many cones as they can to their way - ie domes or dishes.
10. Budge - Pupils are in pairs and standing in a circle. One pair number themselves 1 and 2, number one starts chasing 2. 2 can escape by standing behind another pair and shouting budge. The player on the inside then gets chased by number 1.
11. Follow my leader - In pairs/groups pupils copy what the person in front of them do.
12. Pupils run round and follow instructions given by the teacher, ie hands on the floor, elbow on the floor etc

Questions to answer:

Why do we need to warm up?

What are some safety points to think about when stretching?

What are mobilising activities?

Teaching a Skill

Here are a few things to think about when teaching a new skill.

- Everyone is different and may need to learn in different ways
- Some people find it easier to learn than others
- Remember that everyone needs to be able to see what you are doing so think about where are you going to stand?
- Is everyone listening to you?

4 Steps to teach a new skill

- Explain what you want pupils to do
- Demonstrate what you want them to do
- Give the teaching points for what you want them to do
- Ask them if they understand what you want them to do

They can now start to practice, so you need to walk round, observe, coach and encourage all the group

Finish the activity and ask them questions about what they have just been doing.

TASK - Making a game

This task can be done in groups (max 3) or individually

Devise a game suitable to teach to 20 primary school pupils

- Decide what equipment you would like
- Think about what space you will need and make sure it is safe
- Design a warm up activity that is related to your game
- What are the rules of your game?

At times you might need to adapt your activity using the STEPS principle:

Space - change the shape or size of the area

Task - change the task for the whole group or individuals. Set individual challenges

Equipment - change size, weight, texture of equipment

People - change partners, groups, add more people

Speed - slow down a game or speed it up, dependent on pupils ability

Think about the game you have just made up and answer these questions: (if you want more space use extra paper)

What was your game?

How would you adapt your game if you lost half your space?

How would you adapt it if you had some lower ability pupils join in?

How can you make your game harder?

How could you change your game from being competitive to non-competitive or visa versa

How would you adapt your game if you had someone in a wheelchair in the group?

How to motivate pupils and manage difficult behaviour

- Always stay positive, calm and sensitive
- Keep pupils engaged in their work
- Get pupils on your side!
- Remove the problem - if pupils are always bouncing a ball when you are talking take it away from them
- Laugh with the class clown to show that you are human!!
- Give pupils responsibility
- Set targets for pupils but make them realistic
- Try to find out why the pupil is misbehaving

Organisational skills - what is needed before, during and after a session?

Planning the session

- Make sure you have the skills, ability and knowledge to lead the session
- Make sure you have planned for different abilities
- Have you thought about how long it will take them to change, to get equipment out, to set up drills and clear away?
- Have you thought about the facilities - are they suitable for your plan?
- Do you have an aim of your session?

Preparation of the session

- Make sure you arrive early, to check facilities and equipment
- Is the equipment safe?
- Have you got a written plan?
- Have you got alternative plans in case more people turn up or equipment not available?

Running the session

- Make sure you talk through the activity and demonstrate it - give 3 key points
- Ask if everyone understands the activity
- Are you organising the equipment properly
- Have you organised the groups correctly

Evaluating the session

- What went well? What didn't go so well?
- What can you do to improve?

Planning the next session

- How would you change, develop or extend the session to enhance learning, progress and enjoyment

When you observe someone fill in sheet 1.5 or 1.13 to help them in the future

When you have taught a session complete 1.15 or 1.16

How do we take in information?

| | | |
|-------|---|-----|
| Sight | | 75% |
| Sound | | 20% |
| Smell | } | 5% |
| Touch | | |
| Taste | | |

We hear and we forget

We see and we remember

We do and we understand

How to plan a session

Things to consider when planning a session

- The area
- The equipment
- The age and sex of the group
- The size of the group
- The ability of the group
- How long the session lasts
- Will you have any help?
- Your knowledge - what do you do if you don't know about a sport? Ask others, look on the internet, read a book

What would an organised session look like?

- You are on time
- You are organised
- You have the correct equipment ready when pupils arrive
- You have lots of planned activities - even if you don't need them
- You know how you are going to progress the sessions
- You know how to distribute the equipment
- You know how you are going to start and stop activities
- You can control the group
- You can give clear instructions
- You can give good demonstrations
- Everyone can hear and see you when you are talking to the group
- You talk at the correct times

How can you organise teams?

- Give everyone a number
- Months of birth
- By height order
- By first letter of name
- By colour of clothing
- You choose so you can split friends up and mix up abilities better

Ways to gain attention

- Blow your whistle
- Shout stop
- Hand gestures
- Get people to sit down
- Take equipment away

Remember before you lead a session you need

CONFIDENCE

Make sure you know what you are talking about and be prepared - these will help you to be more confident

A GOOD MANNER

Speak clearly to people, ensure you use the correct tone, volume and pitch and look the part

A GOOD ATTITUDE

Remember to be fair, be approachable, be firm, be patient, be friendly and encourage

TO BE DILIGENT

Always pay attention to what is going on, never cut corners, establish good standards with your pupils!

ENTHUSIASM

If you are not enthusiastic then no one will enjoy themselves

GOOD LUCK!

Session Assessment

To be completed by a friend or teacher

| | | |
|---|-----|----|
| • Checked facility | Yes | No |
| • Checked pupils appearance | Yes | No |
| • Dressed correctly | Yes | No |
| • Introduced themselves | Yes | No |
| • Was their an aim | Yes | No |
| • Did they have control of pupils straight away | Yes | No |
| • Was there a warm up | Yes | No |
| • Demonstrated the skill | Yes | No |
| • Gave teaching points | Yes | No |
| • Did the skill progress | Yes | No |
| • Was it a challenge for pupils | Yes | No |
| • Did they interact with pupils | Yes | No |
| • Did the skill relate to the game | Yes | No |
| • Were the game rules explained | Yes | No |
| • Were they fair | Yes | No |
| • Was there a good end to the session | Yes | No |
| • Did the pupils look like the were having fun | Yes | No |
| • Were they confident | Yes | No |

Safety

Things to check

Before the session

- Is the area clear?
- Is the equipment in good condition?
- Is the playing surface clean and non-slip?
- Is the area well lit?
- Do any pupils have medical problems?
- Are the pupils dressed correctly?

During the session

- Always have a warm up
- Deal with silly behaviour quickly and firmly
- Stop the session if the activity isn't going as you want it to
- Give individual attention but keep an eye on the whole group

After the session

- Make sure that they equipment is put away
- Report any damage to equipment
- Report any accidents that happened

Communication

What is communication?

Verbal Skills

- Volume
- Clarity
- Projection
- Pronunciation
- Expression
- Questioning
- Delegation

Non-verbal Skills

- Demonstrations
- Signs
- Signals
- Gestures
- Wall charts
- Videos
- Eye contact
- Role models

Use of a Whistle

Health and Fitness

Once you have discussed the benefits of health and fitness and the factors that prevent individuals taking part in exercise design a poster on the importance of a healthy lifestyle.

Factors that limit or prevent participation in regular exercise

- Time
- Money
- Transport
- Facilities
- Disability
- Cultural
- Lack of support
- Lack of knowledge

This is not a total list if you can think of any others write them down

Solutions to these problems:

- Home based fitness
- Share lifts with others
- Think of low cost activities
- Apply for grants to help with costs

The benefits of regular exercise are:

- Reduced risk of heart disease
- Good general health and well being
- Improved physical fitness
- The feel good factor
- Improved body shape

Factors that have an effect of health:

- Diet
- Smoking
- Alcohol
- Exercise
- Age

Ways to exercise:

Circuits:

This type of exercise involves a number of exercises being set up round a room. Participants do each exercise for a certain length of time or of for a set number of repetitions on each activity

Circuits can be either skill related or muscular related

Exercise examples:

- Squats
- Sit ups
- Star jumps
- Squat thrusts
- Bicep curls
- Tricep dips
- Press ups
- Lunges
- Jacks
- Step ups
- Shuttle runs

You may have other ideas write them down here

Circuit design - ensure that you do not put 2 arm or leg activities next to each other you need to give muscle groups time to recover between exercises

Aerobics:

This type of exercise involves following a sequence of moves put together by an instructor, there are also a lot of videos/DVD's available that can be benefit to people and can easily be followed in the home.

Exercise examples:

- Grapevine
- Box step
- Step Touch
- Lunges - side and back
- Heel Digs
- Leg curls
- Jog on the spot
- Marching forwards and back
- High knees

Fair Play in Sport

Fair play is important in sport for a number of reasons. In this unit you will look at what fair play is and then design your own charter.

Fair play involves coaches, competitors and parents abiding by rules to ensure that activities run smoothly.

Things to think about when designing your own charter are:

Coaches must:

- Insist that competitors understand and abide by the rules
- Never use methods that might risk the mental or physical health of the performer
- Not attempt to manipulate the rules for their advantage

Competitors must:

- Abide by the rules of the sport
- Accept the decisions of the umpires/referees
- Not cheat
- Accept success and failure with good grace and without excessive display of emotion
- Treat their opponents with respect

Parents must:

- Encourage their children to do their best
- Accept the decisions of the umpires/referees
- Not shout abuse at players or umpires

Officials must:

- Fully understand the rules of their sport
- Make every effort to ensure the rules are applied consistently