



Safety

Organisation

Co-operation

Communication

Responsibility

Balance

Enjoyment

# Young Leaders Award

## Upper Key Stage 2



produced by the



Our aim is to increase the percentage of school children in Medway who spend a minimum of two hours each week on high quality PE and school sport within and beyond the curriculum

# Contents

## Foreword

Welcome to the Young Leaders Award Resource pack for Upper Key Stage 2. This resource has been produced to aid teachers and teaching assistants in their delivery of the Sports Leaders UK (SLUK) Young Leaders Award. It will give pupils across Medway primary schools the opportunity to develop their leadership and communication skills through the use of sport, potentially to become playground leaders for their school.

Jon Rye, Partnership Development Manager

## Contents

- ◆ Benefits of the Young Leader Award
- ◆ Course outline and timescale
- ◆ Feedback from the young leaders of St Margaret's at Troy Town CEP School
- ◆ Lesson 1 - Qualities of a leader
- ◆ Lesson 2 - Space
- ◆ Lesson 3 - Task
- ◆ Lesson 4 - Equipment
- ◆ Lesson 5 - People
- ◆ Lesson 6 - Planning
- ◆ Lesson 7 - Delivery of sports activities
- ◆ Lesson 8 - Feedback and Evaluation
- ◆ Ideas of games
- ◆ Register template
- ◆ Attitude questionnaire
- ◆ Certificate request form



## With thanks to ...

\* Kerry Inwood for the development of this entertaining and worthwhile resource which will benefit young people across the partnership

\* Jessie Collumbell for the design of this resource

\* Mrs Barr and Year 6 of St Margaret's at Troy Town CEP School for piloting this scheme and for all their feedback and ideas



# Benefits of the Young Leader Award

- ◆ Encourages young people to take responsibility and develop leadership skills
- ◆ Develops skills such as organisation, communication, confidence and self esteem along side planning and self review
- ◆ Supports the work of adults within the organisation
- ◆ Provides the opportunity for older children to work with younger children thus promoting integration and social inclusion
- ◆ Reduces problems associated with bullying and inappropriate behaviour
- ◆ Encourages co-operation and helps to develop moral and social skills

## Key facts:

- ◆ Programme of leadership training for 9-13 year olds
- ◆ Supports them working with younger children teaching leadership skills through a range of games and activities
- ◆ Flexible and differentiated programme
- ◆ Young leaders learn by doing
- ◆ At the end of the course the pupils will have the confidence and ability to lead others. They also have the knowledge and experience of an extensive range of games and activities

## How will the children use the award?

- ◆ The leaders will know how to play a variety of games
- ◆ They will have their own resources and ideas that they can share with others
- ◆ They can be used as young leaders at playtime and lunchtimes
- ◆ Support lunchtime supervisors



# Course Outline and Time Scale

## Course Outline

- ◆ Warming up and cooling down
- ◆ Safety
- ◆ Planning activities
- ◆ Evaluating activities
- ◆ ICT and PE

## Time scale

- ◆ The course needs to be run for approx 6-10 hours depending on the ability of the group
- ◆ Children will need a plastic wallet or folder to keep their resources in
- ◆ Each session should be approximately one hour

## Resources/Equipment needed:

To deliver the Young Leaders Award tutors will need to ensure that there is a range of equipment available for the young leaders to use when playing and leading games and activities for others. This equipment need not be specialist sports equipment or expensive. It should however be in a good state of repair, safe and appropriate in size.

- ◆ Hoops
- ◆ Variety of balls - spongy, soft, vinyl, footballs and tennis balls
- ◆ Skipping ropes
- ◆ Quoits
- ◆ Bean bags
- ◆ Cones
- ◆ Bibs
- ◆ Different striking implements - (wooden and plastic)
- ◆ Uni-hocs sticks
- ◆ Chalk

# Feedback

"I really enjoyed the Young Leaders. To me it is the best thing that has happened since my computer."

Ervin

"I am extremely glad I took part in the Young Leaders award. I really enjoyed the course and I am now more confident at doing PE. I am definitely going to become a playground leader."

Angharad

"I liked it because the Year 2's listened to us and they thought we had the confidence and that we were good leaders."

John

"I have really enjoyed the course because I have learnt different games, and I got to teach them to the younger children. I also co-operated with a person who I don't really speak to."

Solma

"I would really like to become a playground leader...please! I think that I have gained confidence in all areas of the course."

Agatha

"I have learnt about the importance of STEP and what it means to use it. From the Young Leaders course I know how to set up lots of different games."

Jack

"The programme was varied and the pace and delivery was interesting and appropriate for the needs of the class. There were plenty of opportunities for the children to evaluate their activities. The class were able to develop skills which they could use in any area of the curriculum, such as resolving conflict in a group or the importance of planning an activity. It has been a pleasure to watch the confidence of the pupil's improve, particularly children with otherwise low self-esteem. Pupils who do not normally enjoy P.E. view the programme positively. A significant fall in the number of children without kit. An opportunity for the class teacher to extend own understanding of P.E."

Year 6 Class Teacher

# Lesson 1

## Qualities of a leader



### Equipment:

1. SLUK CD Leadership qualities
2. SLUK CD Keywords worksheet
3. 4 x benches
4. Coloured pens and plain paper
5. SLUK CD Letter of application

Introduce the pupils to the course

### Key Points:

- 6 - 10 hours
- Learning how to lead activities
- Space, Task, Equipment and People (STEP framework)

### 1. Ice breaker activities

- a) Pupils walk around the room, everytime they meet someone they shake their hand and say their name
- b) Same as above but they high five each other
- c) Pupils move around the room and respond to commands such as pair up with someone with the same colour eyes as you, try and find some one with the same size feet as you etc
- d) Pupils stand on benches in groups of 5 or 6. They have to put themselves in order of height, age, alphabetical order of their name etc. They must not touch the floor. Now try the task without talking
- e) Human Knot - still in groups of 5/6 stand the pupils in a circle ask them to link hands with other people in the group (they are not allowed to hold hands with the person next to them). Now they are in a knot. Pupils then try and get themselves back into a circle without breaking grip

2. From the activities who do you think showed leadership qualities?

3. What qualities does a leader possess?

In groups of 3/4 pupils, produce a mind map. These might be some of the ideas that the pupils come up with.

**Honest**

**Responsible**

**Fair**

**Work alone**

**Punctuality**



**Work in a team**

**Co-operative**

**Communicator**

**Reliable**

4. Individuals use their own experiences to explain when they have been a leader in the past

5. Pupils complete their letter of application to become a young leader

# Lesson 2

## Space



### Equipment:

1. SLUK CD Keywords worksheet
2. SLUK CD Space worksheet
3. Bibs
3. Football/netballs
5. Cones

Recap lesson 1

1. Name three leaders  
What makes them a good leader?
2. What do the following words mean?
  - Safety
  - Enjoyment
  - Co-operation
  - Organisation
  - Communication
  - Responsibility
3. Briefly explain the STEP principle
  - S**pace
  - T**ask
  - E**quipment
  - P**eople
4. Introduce tag
  - a) Let the pupils play but do not comment on the space they have to play in
  - b) Have one tagger let the pupils play in the biggest area
  - c) Have five taggers and play in a really small area

At the end of the game discuss what they enjoyed and why and how the game could have been made better.

5. Introduce and play blob or chains tag  
Get the pupils to suggest a space. Discuss safety.
6. Passing skills (choose a sport such as: football, rugby, hockey, netball)  
In two's practice passing a ball between each other. Pupils decide on area to work in. Discuss. Now encourage the class to work in two lines
7. 3 v 1. Choose a leader. Explain the task to him/her. Allow the leader to choose the space for everyone to work in and undertake the task. Walk around the groups and give feedback. Discuss how to split up a working area. eg.

1	2	3
4	5	6

8. Complete the SLUK CD space worksheet

# Lesson 3

## Task



### Equipment:

1. SLUK CD Task worksheet
2. Hoops
3. Bibs
3. Beanbags
5. Cones

Recap lesson 2 on space

1. Explain to pupils the importance of giving both clear instructions and using a demonstration to introduce a new task.
2. Pupils discuss the points to remember when giving instructions.

Instructions:

- ◆ Keep it simple
  - ◆ Know exactly what you are talking about
  - ◆ Make sure that the rules are made clear
  - ◆ How do you achieve the aim of the task
  - ◆ Explain the aim of the task
  - ◆ Make sure everyone's listening to you
3. Complete communication tasks with the group.
    - a) In two's ask them to stand back to back. Pupils number themselves one and two. No.1 thinks of a nursery rhyme and says the first line, no.2 says the next line etc. until the whole rhyme has finished.

Pupils feedback - difficult to hear because everyone else was talking  
words weren't clear  
partner didn't speak loud enough  
had backs to each other
    - b) Now try the activity again with pupils thinking about the above points.
    - c) Now stand pupils further apart but this time facing each other. Give them a task that they have to communicate to their partner without talking. For example their date of birth, their address etc. Pupils feedback at the end.
  4. Thinking about the points discussed in the previous exercise, introduce pupils to rats and rabbits, traffic lights and dragons treasure. Stop the games and ask the pupils to take over the lead role.
    - a) How did they feel their leaders role went?
    - b) Could the participants give any positive feedback?
    - c) Any areas for development for the leader?



## Lesson 5

### People



#### Equipment:

1. SLUK CD People worksheet
2. Balls
3. Bibs
4. Whistle
5. Goals/cones

Recap lesson 4 - Equipment

1. Discuss how as a leader you can split people into groups
2. Explain the following to the pupils and let them try out the ideas, discussing the advantages and disadvantages of each:
  - ◆ Pick two captains and let them pick teams. (Highlight the negative effect of this way and advise leaders never to use it)
  - ◆ Stand pupils in a random line, give out numbers and get into groups with people of the same number.
  - ◆ Get pupils into a line in order of height, age, alphabetically etc. give out numbers and get into groups with people of the same number
  - ◆ Have everyone running around in a space. On the command of a number pupils have to get into groups of that number
  - ◆ Pupils get into their own groups
  - ◆ Teacher/leader picks teams
3. Play a game (netball, hockey, football etc). Choose a leader and ask them to pick a way of putting people into teams.
4. Play the game. Ask different people to umpire, referee, score etc.

## Lesson 6

### Planning



#### Equipment:

1. SLUK CD Dress rehearsal worksheet
2. SLUK CD Planning worksheet
3. Task cards
4. Various equipment for each activity

Recap lesson 5

1. Recap:      Space  
                  Task  
                  Equipment  
                  People
2. Split class into groups of 3 or 4. Give each group a task card, dress rehearsal and planning sheet. Let the group discuss and plan their activity ready for delivery of the following lesson. Children **MUST** complete the planning sheet.

## Lesson 7

### Delivery of activities



#### Equipment:

1. Children must bring their completed planning sheets
2. Equipment according to the activities being delivered
3. SLUK CD Evaluation sheet

Recap lesson 6 - Planning

1. Each group takes it in turns to deliver their activity to the rest of the cohort.
2. Each group observes another group and completes the evaluation forms whilst the rest of the class join in the activity.
3. The teacher can also complete an evaluation form for each group if they feel necessary or the children can evaluate themselves at the end of the session.

## Lesson 8

### Feedback & Evaluation



#### Equipment:

1. Completed evaluation forms
2. Course completion forms / certificate request form

Recap lesson 7 - Delivery of activities

1. Each group is given their formal evaluation sheet from their peers or children evaluate themselves.
2. Teacher gives overall feedback to class.
3. Discuss how the children will now use the award, e.g. Playground leaders, playground crew.
4. Teacher need to send off to Sports Leaders UK the completed certificate request form to: Sports Leaders UK, 23-25 Linford Forum, Rockingham Drive, Linford Wood, Milton Keynes, MK14 6LY








*This questionnaire is for the pupils to fill in during their final Young Leaders session to see their attitudes towards the course. Please guide them through the questions below.*

## **Young Leaders survey**

Do you know what your teachers are looking for during your Young Leader lessons?

Please complete the table below:

	Yes 	Possibly 	No 
<i>1. Did you show commitment to your Young Leaders Award?</i>			
<i>2. Do you know and understand what you are trying to achieve?</i>			
<i>3. Do you understand that the Young Leaders course links into PE and sport?</i>			
<i>4. Do you have the confidence to get involved?</i>			
<i>5. Do you have the skills and control that you need?</i>			
<i>6. Can you lead a variety of activities?</i>			
<i>7. Do you think about what you are doing and make appropriate decisions?</i>			
<i>8. Do you think you will now use your leadership skills?</i>			
<i>9. Do you understand the importance of leading a healthy lifestyle?</i>			
<i>10. Did you enjoy the Young Leaders Course?</i>			



**GREENACRE SCHOOL  
SPORTS PARTNERSHIP**

*Safety*

*Organisation*

*Co-operation*

*Communication*

*Responsibility*

**Balance**

*Enjoyment*

# Young Leaders Award

## Upper Key Stage 2



**Greenacre School Sport Partnership  
Greenacre School, A Specialist Sports College  
157 Walderslade Road  
Chatham  
Kent ME5 0LP  
[www.greenacressp.co.uk](http://www.greenacressp.co.uk)**