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| **Focus** | **Detail** |
| **Welcome / Introduction** | **Icebreakers**  ‘Line up’ variations; in height order, in age order, shoe size, etc. using different methods of communication; no speaking, no actions, etc.  Rock, paper, scissors tournament – different formats; knock out Vs everyone stays in and moves up/down. How did each version make you feel?  **Skills / Goals**  Complete the skills and goals pages using the workbooks so leaders think about the reasons they might have been chosen to become a young leader. Highlight that not all leaders have the same skills – work to your strengths! |
| **Leadership** | **Your role as a Young Leader**  Discuss why the leaders have been selected; go through their roles and responsibilities and some of the things they might be able to do as a young leader; sharing key messages, promoting health and wellbeing, etc.  **What makes a good leader**  Can you think of one word each that comes into your head when you think about the phrase ‘sports leader’. Ask each person for their word and have a discussion. Some words that might come up are; communication, fun, enthusiasm, confidence, knowledge, determination, organisation, fairness, trustworthy, honesty, etc.  **Introduction to PACE** (Participants, Area, Communication, Equipment)  We’re going to practically go through the different elements next |
| **Participants** | **Getting into teams.**  Ask learners if there are any ways of getting into groups or teams which they are already familiar with.  What happens in their PE lessons, at playtime, or at their sports club?  Do they have an issue or foresee any problems with any of the ways mentioned?  Different ways to get participants into groups or teams.  Demonstrations;   * Get into groups. Get into groups, number 1-4, 1s together, etc. * Number game * Team captains (how did this make you feel?)   Which methods are most appropriate?  **Using the right number of players. Maximum involvement.**  Simple relay race.   * Was everyone fully involved (they’ll probably say ‘yes’). * Was there any standing around and waiting (they’ll probably say ‘a bit but not much’). * Could anything be done to the teams to make everyone more involved and give less standing around waiting?   Hopefully someone will suggest making the teams smaller. Divide the teams into pairs and run the race again. Was everyone more involved? Was there less standing and waiting? |
| **Area** | **Using the right size area. Put people in the right place. Dividing the working area.**  Tag Game. When you get tagged you join hands with the tagger. Once a chain of four has been formed you can separate into two pairs and continue to tag participants. The last person not tagged is the winner.  Play this game over the largest area you can (go outside if possible) and start with only one tagger.   * Was the game exciting? * Was the game fun? * How could it be made more fun and exciting?   Hopefully your learners will realise that the game was played over too large an area with too few taggers so it wasn’t particularly exciting or fun. They may suggest changing the area and/or the number of taggers.  Play again, this time in a small area with more taggers. You can use an area that is far too small in order to emphasise your point but be aware of any safety concerns if you do this. Discuss with learners if this game was more successful. If not, why not? What do your learners think is the most suitable area/number of taggers?  How could they mark out an area if necessary? |
| **Communication** | **Giving instructions and demonstrating.**  Put learners into pairs.  How to draw a house.   1. Back to back only using words. No actions. 2. Face each other, only demonstrations. No words.   Choose 3 favourite activities   1. Shout out across the room. No actions. 2. Using actions. No words.   Discuss…   * What was hard? What was easy? What they learnt? Why what they have done is relevant to them when they lead an activity? |
| **Equipment** | **Deciding which equipment to use. Management of equipment.**  All players stand in a circle facing inwards with their legs wide open and their feet touching the feet either side of them. Keeping one hand behind their back, players must bend over and guard the space between their legs with their free hand. Start with one large sponge ball and roll it towards a players ‘goal’. The aim of the game is for players to stop the ball going through their legs using their hand as a goalkeeper. If the ball goes through their legs they must sit down. Players who are ‘out’ can still play by trying to roll the ball through other player’s goals. The ball must stay on the floor; players can only use one hand as their ‘goalie’ and they must keep their legs open wide. The winner is the last person still standing. After everyone has got the hang of the game, introduce another ball, then another and so on. Try to use a variety of shapes and sizes when you introduce new balls.   * What affect did the different balls have? * Were some easier to stop than others? * Did more equipment make the game more challenging? * Were any balls less safe than others? Why? * Can they think of any other ways the game can be made easier or harder?   More balls made the game more exciting and faster. Smaller balls are harder to stop. The more balls the harder the game becomes. Soft balls are safer than hard balls. |
| **Putting PACE into practice / debrief** | **Action Planning**  Ask leaders to think about and plan: setting up or helping to run an Activity Club or session, creating a PE and Sport notice board, recruiting others to be in the School Sport Organising Crew / Sports Council, promoting some of the Health and Wellbeing messages. Leaders can use the workbooks for planning and recording any volunteering hours and work towards Bronze/Silver/Gold Award levels. |