DELIVERY GUIDE FOR TEACHERS

Aim: Enable secondary-age pupils to run active play for other young people in school. Active play includes a variety of fun and informal physical activities that take place during pupils' own time, e.g., breakfast, lunchtime and after-school sessions.

Audience: Pupils aged 11-14 years who are new to or inexperienced in leading active play.

Organisation: This introductory resource is divided into four modules:

- Purpose
- Plan
- Do
- Review

Time: Each module will take approximately 60 minutes. There are optional tasks which may be undertaken between modules too.

Resources: Each module provides a session plan and notes for the teacher/tutor, supported by slides and handouts for the young leaders. The handouts include:

- Personal goals and leadership skills
- Risk assessment
- SMILES
- STEP
- Session planner
- Self- and team-reviews

These can all be downloaded from the Youth Sport Trust website under Young Leaders Secondary.

The modules and the young leaders' delivery are also supported by a set of get active cards, specially designed for young people by young people.

You may also find the **Activate Our Voice** cards useful (see module 4):
https://www.youthsporttrust.org/media/np2h14be/youth-voice-activity-cards.pdf

The session summary and plans list the resources that will be needed for delivery.
Summary of modules:

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1	**Purpose**	• What do we want to achieve? • What is a leader? • What will we gain from being a leader? • What will we do? • Who will support us? + optional personal goal-setting task.	**Resources** • Slides • Personal goals and leadership skills handout **Equipment** • Bean bags (or small balls) • Simple play equipment e.g. balls, bats, cones
2	**Plan**	• Who will take part? • How will we involve them? • What do we need to plan for? ○ Where (place) ○ When (time) ○ What (activities) • How do we manage safety? + optional risk assessment task.	**Resources** • Slides • Risk assessment handout **Equipment** • Simple play equipment • Flipchart paper & pens
3	**Do**	• How will we work as a team? • How will we run activities? • How will we adapt activities? + optional team planning task.	**Resources** • Slides • SMILES handout • STEP handout • Session planner handout **Equipment** • Balloons/balloon balls • Spots, cones, paper or mats for stepping stones • Simple play equipment
4	**Review**	• How will we gather feedback? • How will we evaluate our leadership?	**Resources** • Slides • Reviews handout

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		• What will keep us resilient and motivated as leaders? + school-specific next steps task.	**Equipment** • A4 paper & pens • Sticky notes • Flipchart paper or board • Cones, bean bags, balls
You will need the Get Active Cards for the modules. Give them to the young leaders afterwards.			

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MODULE 1 – PURPOSE

Section	Focus	Suggested learning activities	Resources	Time
A	What do we want to achieve?	• Welcome the young leaders and introduce yourself. • Lead **spider ball** (or a similar play activity) to enable the young leaders to **connect** with each other and the purpose of the course. • Ask the young leaders to suggest **why** you chose that sort of activity: what do they think you were you trying to do? • Use the two slides to reinforce the **overall purpose** of their role: ○ Get more young people more active through play ○ Create a sense of belonging for young people through play.	Slide 2: welcome Slide 3: spider ball Bean bags (balls) Slides 4 & 5: purpose & belonging	15 mins
B	What is a leader?	• Remind the young leaders that, as well as sport, leaders are found in other areas, e.g., politics, arts, tech, environment, community, etc. • In small groups, ask the young leaders to **think about leaders** they are aware of (local, national, global, past, present) and **discuss**: ○ **What makes them a leader?** ○ **What do they do? How do they act?** • Ask each group to **feed back** their ideas – one idea per group until all new/additional ideas have been covered. • Use the slide to **summarise** and reinforce their ideas.	Slide 6: leader task Slide 7: leader summary	10 mins

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		• Emphasise being a **role model**: as young leaders, they can better influence their peers than adults. That is their additional power! • Reinforce that **everyone has potential** to become a leader – leadership is about doing, not having a title.		
C	What will we gain from being a leader?	• Ask the young leaders to reflect on how you led the first activity (and how other leaders lead): what **skills** do leaders need to use? • Give or ask for a starter example, e.g., communication. • Ask each young leader to think of **one leadership skill** (or value). • Ask young leaders to move around the space and quickly meet other young leaders: **make a physical link** to another person if they can name a different skill (e.g., hold hands, hold shoulders). • Challenge young leaders to **make a chain of people**, each naming a different leadership skill. What is the longest chain they can make? (Individuals can think of new skills as they mingle and meet.) • Ask each chain to quickly name their skills. • Share the **leadership skills handout** to reinforce how they will benefit from being a leader • Ask for or give examples of how those skills will benefit them in their **wider or future lives**, e.g. friendship, education, employment.	Handout: leadership skills page	10 mins

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		• Explain that they will specifically practise some of these skills during the modules as well as use all of the skills in their delivery.		
D	What will we do?	• Remind the young leaders of their **purpose** (section A). • In small groups, ask them to **create and run a quick play activity** in which everyone will feel **enjoyment** and **belonging**. • Groups just play their own activity. As they are working, use the slide to ask them to **reflect** on: ○ What do you need to do to lead active play sessions that create enjoyment and belonging for others? ○ How do you know you are succeeding? • Draw on anything you heard or observed during the activity but do not take group feedback at this stage. • Use the slide to explain that the process they will use as leaders to achieve enjoyment and belonging within active play is: ○ **Plan** ○ **Do** ○ **Review** • Explain that the next modules will explore each of these steps.	Slide 8: activity task prompts Slide 9: plan-do-review	15 mins
E	Who will support us?	• Use the slide to share the **example supporter bus** – this represents the supporters that an athlete might have on their side as they try to achieve their goals.	Slide 10: example bus Slide 11: empty bus	5 mins

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		• Use the **blank bus** to ask the young leaders to consider who they might need on their supporter bus – as a team and/or individually. • Take some initial suggestions but ask the young leaders to keep considering this as they work through the rest of the modules. Thank the young leaders. Give them the **date of the next module**.	Slide 12: Add date of next session	
Optional		• Use the slide to introduce **SMART** goal setting. • Issue the **personal goal-setting handout** to each young leader. • Ask them to complete it for themselves before the next module.	Slide 12 (if reordered): SMART Handout: personal goals	

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MODULE 2 – PLAN

Section	Focus	Suggested learning activities	Resources	Time
	Recap	• Welcome back. Play a quick **name activity**, e.g., Line Up: challenge the young leaders to arrange themselves in a line in alphabetical order, using the name they wish to be called. Stand on a low bench or give a tight time limit to add challenge. • Remind the young leaders of the plan-do-review process: this module will focus on **Plan.**	Slide 2: welcome Slide 3: plan-do-review	5 mins
A	Who will take part?	• Use the slide to introduce the factors that the young leaders will need to plan for: **who, when, where, what, how**. • This module will look at who, when, where and what. The next module (Do) will focus on how they lead play activities. • Explain that, whilst we want all young people to be active, they will need to **prioritise those who are less active** as active play provides a different way to support them to be more active. • Ask the young leaders to **pair and share** some suggestions for which types of pupils might be less active, then share them in the group. • Add to their suggestions based on your own data or awareness of pupils' activity levels and/or if you have any **school target groups**.	Slide 4: planning factors	5 mins

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		• Explain that the young leaders need to keep these pupils at the forefront of their minds as they plan and run their active play.		
B	How will we involve them?	• Lead one of the Get Active Cards of <u>your</u> choice. Play the activity for a short while <u>without</u> making any adaptations. • In pairs, ask the young leaders to **share with their partner** (2 mins each – take turns) how they felt about the activity and how it was run; in particular, share: ○ Two things that were **positive**: what made it enjoyable and gave belonging? ○ One thing that was **negative**: what would have made it better for them? (if only positive or negative, that's OK but get them to unpick why) • <u>Before</u> feeding back, use the slide to highlight that they have been developing the leadership skill of **empathy** through that task. • Explain that empathy is underpinned by good **communication skills**, especially listening. Use the slide to ask them to reflect on their own communication skills during the task. Just reflect, no feedback. • Reinforce that good communication skills are essential for leaders. • Take a few **examples of positives and negatives** from the sharing task (make sure young leaders can offer them without	Get Active Cards and play equipment Slide 5: sharing task Slide 6: empathy Slide 7: communication Slide 8: barriers and motivations	20 mins

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		owning them, i.e., sharing is voluntary and is <u>not</u> necessarily "I felt…"). • Use the slide to reinforce that individuals will have different needs and wants (**barriers and motivations**) relating to active play. • Explain that young leaders will need to plan and run activities that **suit individuals** to create enjoyment and belonging for all. To do that, they will need to find out what other pupils need and want. • Explain that **module 4** (Review) will explore some **practical ways** to do this during and after active play sessions. • Summarise that, when planning, young leaders should always start by considering **who** will take part and plan to suit them.		
C	What do we need to plan for?	• Ask the young leaders to recall which other factors they need to take into account when planning (from section A). This section will focus on **where, when and what** play activities will be run. • Reinforce that the young leaders will be leading fun, informal, active play activities (rather than formal sports clubs). • Ask them to suggest **where and when** in school these are most likely to happen. Share any school constraints. • Use the slide to **summarise** and introduce **what**. • Sort the young leaders into **small groups**. Give each group a set or selection of the	Slide 9: where, when, what (1st click) Slide 9: where, when, what (2nd, 3rd, 4th clicks) Slide 10: activities task Flipchart paper and pens	15 mins

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		Get Active Cards and time to look at/swap them. • Using the slide, ask each group to **discuss and log** their own ideas for **what** play activities they might run when, where and for whom. • As they are working, encourage them to consider the practicalities of the who, when and where as well as being creative with what. • Ask groups to present their ideas on a **flipchart** – in any way they choose. **Gallery** the flipcharts so groups can see everyone's ideas. • Keep a copy (or photograph them) so the young leaders can draw on them when they start their actual planning.		
D	How do we manage safety?	• Use the slide to highlight the need for the young leaders to consider **safety** when leading active play; ask for and/or give quick examples. • Explain that they will explore emotional safety during module 3 (Do); this module focuses on **physical** safety. • Give the young leaders copies of the **risk assessment handout**. Emphasise that this is a general one; your school one may differ. • In the same groups as C, give each group **one of the** Get Active Cards and imagine where, when and for whom they are running it. (If time, allow the young leaders to play the activity for a short time.)	Slide 11: safety (3 clicks) Handout: risk assessment Slide 12: risk assessment task	10 mins

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		• Using the slide and risk assessment handout for support, ask the groups to identify: ○ **What are the potential risks?** ○ **How could we make them safe(r)?** • Support the groups as they are working. *Alternative:* lead one of the Get Active Card activities yourself. Following the activity, ask the young leaders to work in 4 small groups and rotate around 4 flipcharts – one each for space, task, equipment and people. Each group adds <u>new</u> points to the flipchart before moving on. • Summarise that the young leaders can use the handout to support them to plan and run their future active play sessions. • Explain that in **module 3** (Do) they will explore how to **run and adapt activities** to make them safe and enjoyable for everyone. • Share any **school-specific information** regarding safety. Thank the young leaders. Give them the **date of the next module**.	School's safety and risk assessment guidance Slide 13: Add date of next session	
Optional		• Issue the **risk assessment** handout to the young leaders. • Ask them to **watch an activity** run by someone else (teacher, coach, young leader) and try to **spot the risks** and how they were managed before or during that activity.	Handout: risk assessment	

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MODULE 3 – DO

Section	Focus	Suggested learning activities	Resources	Time
	Recap	• Welcome back. Play a quick **keepy-up balloon game** to **recall learning** from module 2 (Plan): on touching the balloon, the young leaders name one thing they remember from the last session. Repetition is allowed. Provide prompts if needed. • Remind the young leaders of the plan-do-review process. This module will focus on **Do**.	Slide 2: welcome Balloons (ball could be used as alternative) Slide 3: plan-do-review	5 mins
A	How will we work as a team?	• Explain that, before they explore how they will work with other pupils, the young leaders need to consider how they will work with each other. They need to think about their **teamwork** skills. • Organise the young leaders into **teams of 4-6** and provide each team with a set of '**stepping stones'**, e.g., spots, sheets of paper, cones, small mats – approx. 4 per group. See the slide notes for suggested adaptations if needed. • Use the slide to challenge the teams to **cross from one river bank to the other**. The 'river' should be at least 4m wide (mark with cones). • Set a time limit; teams can re-cross if they finish early. • Use the slide to ask each team to review its own teamwork: ○ What **helped** them to achieve the task?	Stepping stones Markers Slide 4: teamwork task Slide 5: teamwork review Slide 6: teamwork skill	15 mins

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		○ What **hindered** them from achieving the task? • Support groups as they are self-reviewing. • Use the slide to summarise teamwork and ask the young leaders how this skill will help them as a leader and in their wider lives.		
B	How will we run activities?	• Use the slide to share the **SMILES** acronym. This summarises how we want young people to feel during active play and supports the young leaders to run activities that are enjoyable for everyone. ***Optional*** – ask the young people how you used SMILES to set up the stepping stone game to consolidate understanding. • Explain that SMILES also helps them to make sure everyone feels **emotionally** safe (refer to module 2 – safety). • Ask for and/or use the slide to share an **example** of SMILES. • Sort the young leaders into small groups and ask each group to select one of the Get Active Card activities or suggest their own. • Use the slide to set the task: each group runs a <u>quick</u> **activity for another group**, aiming to create SMILES for everyone. • To manage time, pair groups, e.g., group A runs an activity for group B whilst, at the same time, group C runs one for group D. Then A and B swap roles whilst C and D also swap. • Following the activity, ask the participants to offer **constructive feedback** to the leaders, using the SMILES handout as a prompt, i.e., B feeds back to A, A feeds back to B, etc.	Slide 7: SMILES Slide 8: SMILES example Slide 9: SMILES task Play equipment Handout: SMILES	25 mins

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		• If necessary, add feedback from **trends** you observed across all of the groups, e.g., one or two aspects that they could all improve. • Summarise that SMILES acts as their check when they plan and review activities as well as when they run (Do) them.		
C	How will we adapt activities?	• Explain that when SMILES is not being achieved, the young leaders will need to STEP in to adapt their activities. • Clarify that sometimes they will need to adapt the activity for **everyone**; sometimes they will need to adapt it for **individuals**. • Use the slide to share the **STEP** acronym. • Ask for and/or use the slide to give **practical examples** of STEP. • Working in the same groups, ask the young leaders to **use STEP to adapt the activity** they ran in section B. • Use the slide to set the task. • This time, each group just plays and adapts their own activity (they do not run it for another group) using the STEP handout for support. • Ask for **feedback** in the whole group: each small group shares examples of changes they made – one for each letter of STEP. • You may decide to log these on one sheet of paper so the young leaders have an additional reference for future sessions. • Highlight that the young leaders might need to use a **'trial and improvement'** approach to STEP: test ideas to see what works best in achieving SMILES for each participant.	Slide 10: STEP Slide 11: STEP example Slide 12: STEP task Handout: STEP	15 mins

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		• Reinforce that this helps them to develop **problem-solving** skills. • Reassure them that the more they run active play for others, the better they will become at STEPping in to achieve SMILES. Thank the young leaders. Give them the **date of the next module**.	Slide 13: Add the date of next session	
Optional		• Issue the **session planner** to the young leaders. • Ask them to **plan a potential session** that they could run in future. They may do this in small groups or as a full group.	Handout: session planner	

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MODULE 4 – REVIEW

Section	Focus	Suggested learning activities	Resources	Time
	Recap	• Welcome back. Use a quick **'speed-dating'** activity to help the young leaders to **recall learning from module 3**. Ask them to stand in two parallel lines, each facing another person. State a topic from module 3 (e.g., What does the M in SMILES look like in action?). Partners have 10 seconds to share ideas. Move a place up/down the line to face a different person for a different topic. Keep it pacey! • Remind the young leaders of the plan-do-review process. This module will focus on **Review**.	Slide 2: welcome Slide 3: plan-do-review	5 mins
A	How will we gather feedback?	• Remind the young leaders that their aim is to get more pupils active by helping them to enjoy and feel a sense of belonging through active play. SMILES helps them to do this. • Ask the young leaders to close their eyes and **imagine** they are making a **video** of their active play session: what will they observe – **see and hear** – if the participants have SMILES? • Take feedback and reinforce with the slide. • Explain that, as well as observing them playing, the young leaders will need to **gather feedback directly** from participants. • Use the slide to highlight that they can do this **before and after** play.	Slide 4: see and hear Slide 5: before and after Slide 6: snowball A4 paper & pens	25 mins

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YOUNG LEADER

		• Use the **snowball activity** to gather the young leaders' ideas for how they might get other pupils' feedback (play 2-3 rounds). • Afterwards, explain that 'snowball' is an activity they could use themselves and is one of a set of **Activate Our Voice** cards. • Sort the young leaders into **small groups**. Ask each group to select **one idea** from the snowball activity or the slide. Make sure they can run it quickly and with the resources available in the session. • Ask each group to **trial then demonstrate** how they could use that method to gather other pupils' feedback <u>during or after</u> a session. • Emphasise that the young leaders need to **use** other pupils' feedback to decide **what** and **how** they continue to deliver.	Slide 7: Activate Our Voice Slide 8: feedback tools Slide 9: feedback activity Cones, bean bags, balls, paper & pens, sticky notes	
B	How will we evaluate our leadership?	• Use the slide to highlight that observation and feedback are two of **four elements** that help the young leaders to **evaluate** how well they are doing. (Confirm that evaluation is another leadership skill.) • Explain that this section will explore the **two review** elements. • Share the self-review and team-review **handout** for their future use. • Use the slide to set the task: working in two (or four) groups, ask the young leaders to discuss success criteria; one group each for: ○ How **responsible** they are as individual young leaders.	Slide 10: evaluate 1 Slide 11: evaluate 2 Handout: reviews Paper & pens Slide 12: top tips task	15 mins

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		○ How well they work together as a **team**. • Ask the groups to create a **top tips list** that will help them in future. • Share the tips between the groups, verbally or just as visuals. • Use the slide to **reinforce or add** tips.	Slide 13: top tips examples	
C	What will keep us resilient and motivated as leaders?	• Acknowledge that sometimes it can be challenging to be a young leader, especially when things seem to go wrong. • Explain that they will need **resilience** (a core leadership skill). • Ask for their definition and/or use the slide to introduce resilience. • Ask the young leaders to find a **partner.** • Reveal the first slide and ask the pairs to share what will help them to stay resilient in that **scenario**. Keep it brief – 1 min. • Ask the young leaders to find a different partner and repeat for **scenario 2**. • Confirm that being resilient can be challenging but that working together as a **team** and getting support from their **supporter bus** (from module 1) will help them. • Explain that having **gratitude** (being thankful for the positive things in life) is another way to boost resilience. • Draw a **gratitude tree** on a whiteboard or large sheet of paper and use the slide to explain the task.	Slide 14: resilience Slide 15: scenario 1 Slide 16: scenario 2 Slide 17: gratitude task Flipchart paper or board	15 mins

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		• Individually, ask the young leaders to write things they are grateful for on **sticky notes** (one per note) then stick them to the tree. • Do not review but reinforce that focusing on positive things in our lives helps us to be **resilient** and **stay motivated**. • Encourage them to do this for their leadership work too. Thank the young leaders and **celebrate** their completion of the course.	Sticky notes & pens Slide 16: final	
School-specific		• Involve the young leaders in planning the next steps for your school. • Ensure they can put their learning into action by planning, doing and reviewing an active play session soon. • Enable them to access all young leader handouts and Get Active Cards alongside any additional resources they may use.	See the list of young leader resources on page 1	

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