

Inclusive Youth Leadership



Believing in every child's future

CONTENT AND DELIVERY MATRIX

Athlete Leader led with Young Role Model - (Teacher/Inclusion Lead support)

Introduction to Inclusive Youth Leadership Event & Getting to Know Your Peers & Your/Their Why

LEARNING OUTCOMES:

By the end of this Inclusive Youth Leadership Event the young people will:

- Articulate why they think have been selected for this event and why they want to be an inclusive sports leader.
- Understand that they have the skills to inspire change and make the world a more inclusive place.
- Understand their role post event and what is expected of them (can be linked to school club or SGO activity festival)

RESOURCES:

PowerPoint Slides – Worksheet/Poster/Workbook – Video links - Chateez cards - AM story props (blank paper plates) - Blank roll of paper or flipchart paper - Pens – Blutac – Long Rope – Blank paper - Blank Diamond Nine sheets – selection of sports equipment for practical activities – selection of Top Sportsability and/or Activity Alliance STEP cards

Inclusive Youth Leadership

OUTCOME	TIMING	RESOURCE	ACTIVITIES
Welcome Address & Develop a sense of belonging	20 mins total	Slide 1	Holding Slide (YST empowering changemakers)
	1mins	Slide 2	Welcome & Intro: Athlete Mentor (AM) to introduce themselves, the Young Role Model, Inclusion Lead and any other members of the delivery team. AM Lead opening address
	3mins	Slide 3	Read Quote about the experiences of Harry having attended an Inclusive Youth Leadership event Congratulate the young people on being chosen for the event and to represent their school.
	3mins	Slide 4	What's it all about? Does anyone know why they are here? – quick discussion and decide on why they are here – Share Explain a bit about the Inclusive Youth Leadership programme and the outcomes for the event. Explain that they are here because someone has seen their potential to be incredible leaders and influencers in their respective schools/communities and that they have been selected on their ability to inspire others to become more physically active. EXPECTATION can be edit in line with your plans for what the YP will help lead after the event
	2mins	Slide 5	Show plan for the day (Rough Timings for the day – these can be edited with the time of your event)
	5mins	Slide 6	Chateez cards activity - Spread all the chateez cards out on the floor in the activity space.

	5mins	Slide 7	<ul style="list-style-type: none"> - Ask the young people to find the chateez cards that best represents how they are feeling. Follow up with discussion and questioning to the young people, why are you excited, nervous, tired etc? - Progression; Find the card that sums up how they feel about School? Sport? - <i>If you don't have chateez cards you could bring blank paper plates and ask each YP to design their own according to how they are feeling</i>
	2mins	Slide 8	<p>AM story (5-10mins) Chose a specific part of your story that is relevant / relatable to the YP and highlights the importance of the event. e.g adversity, resilience, inclusion, leadership, empowerment.</p> <p>Inclusion lead – housekeeping Exits, Mobile Phones, Toilets, Fire drills, Safeguarding</p>
Youth Voice	40 mins total	Slide 9	<p>Youth Voice Workshop Holding Slide – This section is 40 mins in total – Athlete Mentor to lead AM can give a brief overview of the workshop outcomes:</p> <ul style="list-style-type: none"> - Discover what Youth voice, Inclusion and Leadership means to the young people. - Learn about positive examples of Youth voice and how best to use it. - Develop inclusive leadership skills. - Discuss the landscape of P.E, sport and physical activity opportunities in schools
	5mins		
	10mins	Slide 10	<p>Let's get to know each other (10 mins) - <i>Set up a buddy system with other pupils/leaders to help with this (rather than the teaching assistants TA's doing all the supporting to YP with additional needs).</i></p> <p>Activity 1: Opportunity for the YP to get to know each other and mix with different groups. And for you as a deliver to observe the groups abilities and characters.</p>

	15mins	Slide 11	<p>Young people move around the activity space at a walking pace, call out a number and the YP get into a group of that size. YP introduce themselves to their small group and share their favorite sport. Repeat. Activity development: change type of movement around the space (jog, hop, jump) change group number, change discussion topics.</p> <ul style="list-style-type: none"> - Encourage grouping with different people. - Praise leadership qualities on show. - Support any nervous individuals. <p>Activity 2: Opportunity for YP to work on leadership skills. Once YP are mixed evenly in groups of 6-8, move each group into clear space. Call out a shape and each group needs to work together to create the shape on the floor, involving everyone in the group. Examples; triangle, square, pentagon. Activity development; call out letters or short words. Examples; A, H, W, HI, IT, NO.</p> <ul style="list-style-type: none"> - Encourage creative thinking - Praise leadership qualities on show - Discuss roles within the group; leader, thinker, listener, doer. <p>Graffiti Wall (15mins)</p> <ul style="list-style-type: none"> • Place 3 large sheets of blank paper on the walls around the activity space - Titled: Youth voice, Inclusion and Leadership • Ask the young people to independently 'graffiti' each sheet of paper with anything that they believe is associated to that title. Using words, phrases, pictures, symbols etc. Any YP unable to write can be supported by another YP (ideally) or a carer. • Encourage the YP to express themselves in this activity through their graffiti. • Discuss and reflect the graffiti walls as a group. Why is it important? Do you feel like you are given the opportunity to...? How can we be better?
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	10mins	Slide 12	<p>‘Changing the World’ video (10 mins)</p> <ul style="list-style-type: none"> Select 5 willing volunteers to take special notice of either the 1st, 2nd, 3rd, 4th or 5th YP in the video which they will feedback on at the end. Play video to all - 5 young people changing the world https://www.brut.media/uk/international/5-young-people-changing-the-world-7b0c80d6-2c5c-41bf-b856-89488b8d1158 Each volunteer to explain about their chosen inspiring YP in the video, what made them inspiring, a role model? Ask the whole group for their reflections on the video, how did it make them feel? What did they learn? <p>N.B This video may need to be adapted for those with severe visual/ hearing impairment or unable to read. But hopefully the follow up discussion will help understanding.</p>
	5mins	Slide 13	Break for 5 minutes
	3mins	Slide 14	Optional returning icebreaker – big game of ROCK, PAPER, SCISSORS – 5 min max
Inclusive Youth Leadership in Action	50 mins total	Slide 15	Holding Slide - This section is 50 mins in total – Athlete Mentor to lead with Young Role Model
	15mins	Slide 16	<p>Young Role Model Story - The Young role model shares their story to the group using PowerPoint presentation, props, videos, photos etc.</p> <ul style="list-style-type: none"> Allow time for follow up Q&A
	20mins	Slide 17	Inclusive Leadership activities (20 mins)

		<p>Activity 1: This could be designed and delivered by the YRM as an opportunity to further display their role model qualities. This can be something you discuss and work on with the YRM in the meetings before the event.</p> <p>Activity 2: Line up - This helps to build communication skills and understanding of different needs. Allows for good team building and leadership skills to emerge. Using a line on the activity space floor; Get the YP to line up according to their height Get the YP to line up according to their age but they are not allowed to speak but they can gesture/sign. Get the YP to line up according to their house number but they cannot speak or sign or gesture. * As a deliverer you will need to observe, support, praise and question the YP actions and development throughout the activity</p> <p>Activity 3: Information relay – developing communication skills In groups of 4 or 5, select 1 person in each group to stand at the opposite side of the space. Choose a famous person (preferably a positive role model). The rest of the group have to relay run to their teammate only asking yes or no questions to help find out who they are. Are you female? Do you play sport? Are you a pop star? Etc. First team to guess wins and repeat activity. *If teams are struggling, stop activity halfway through and provide support or clues if need be.</p> <p>Activity 4: If you have time and appropriate for group ability. Rope of fear – Test of resilience, confidence, teamwork and understanding others. Using a long rope with someone either end, rotate the rope at a slow rhythmic pace, invite the YP to run though the rotating rope one at a time without making contact with the rope. Pair up and do the same as a above but both YP have to go through at the same time. Groups of 4 same as above. Finish with whole group doing it together</p>
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	15mins	Slide 18	<p>YP Consultation (15 mins)</p> <ul style="list-style-type: none"> - Empowering Leadership Consultation (Teacher involvement) <p>In small groups. Complete the Diamond 9 activity. (see slide)</p> <p>A diamond nine activity is where statements are placed in order of importance in the shape of a diamond, with the most important at the top and the least important at the bottom.</p> <ul style="list-style-type: none"> - As a group the YP can discuss each title, what they mean to them as individuals and what the general group consensus is. - Next get YP into school groups and their teachers and feedback the above questions. - Teachers fill out the consultation worksheet provided to document the action planning. - Teachers keep hold of worksheets. - Encourage the YP to go back and ask their peers what PE or School Sport means to them and what they want from it etc
	15-20mins	Slide 19	<p>Lunch Break 20 mins (can edit to 15 if you like)</p>
	5mins max	Slide 20	<p>Optional returning icebreaker – 5 mins – Inclusion Lead to run</p> <p>Emoji Memory Match Game</p> <p>Put 10-25 pairs of emojis mix them and place them face down on the ground (depending on numbers and time for activity)</p> <p>In teams the YP must travel out one at a time (from each team) and pick up a pair of cards</p> <p>If they match they can bring the pair back to their team</p>

			<p>If they do not match they have to put them back and next team member goes</p> <p>This game really works on communication and teamwork – listen skills, visual skills, feedback skills etc</p>
Outcome	Timing	Resource	Activities
Leading with Empathy and Understanding	30 mins total	Slide 21	Holding Slide (Leading with Empathy and Understanding) - This section is 30 mins in total - Inclusion Lead led
	3mins	Slide 22	<p>Give a brief overview of this workshop outcomes:</p> <p>Use our empathy skills to help understand our peers</p> <p>Learn how to connect and communicate better to understand other people's perspectives and build our activity delivery from this.</p> <p>Explore how to create an environment that allows everyone to feel comfortable to participate.</p>
	10-15mins	Slide 23	<p>10-15 mins - Communication is Key</p> <p>We need to be good communicators to ensure we can understand other people's perspective so we can plan sessions that will engage and inspire them.</p> <p>Inclusion Lead to give example of when they had to use some of their great communication skills – Young Role Model, Athlete Mentor can also share one top tip each (can be taken from list below). Ask the YP – facilitate the conversation</p> <p>Try to use positive language</p> <p>Ask questions (think of what is relevant to ask)</p> <p>Listen to others when speaking</p> <p>Make sure everyone has the chance to speak</p> <p>Follow up with people to show that their ideas were used to develop the sessions</p> <p>Look at body language too</p> <p>Embrace the silence – some people need more time to process</p> <p>Can you think of anything else you would add to that list?</p>

	15mins	Slide 24	<p>15mins - Scenarios - What Would You Do? To be truly inclusive we need to show empathy and understanding to the lived experience of others Inclusion Lead picks 1 of these scenarios to discuss 1st with all the group (staff to get involved in conversation) – when you have discussed this scenario.</p> <p>Create discussion groups (4/5 YP in each group) 5 mins in discussion groups – with 3 scenarios left, give each group a choice/allocate a scenario, make some notes on what you would do and discuss and feedback as a group – Inclusion lead to facilitate the conversations</p> <p>Reiterate the 2 As of inclusion and empathy – Assumptions – don't make them as we should not assume how people feel. Ask – talk to the person and find out how you can find a solution together.</p>
	5mins	Slide 25	Break for 5 mins
	5mins	Slide 26	<p>Inclusion Lead to run – 5 mins max – Choose to Include Game Here is a fun activity to get the young people moving and getting them to reflect on what they think inclusion is? Mark out a large area (4 corner cones). Ask the group to move around the space, distance themselves from each other and weave in and out (remember that they can change direction). Call out a number for the size group you would like them to get into; e.g. 2, 4, 10 (without touching each other). In their groups each young person ensures to high five each person in the group reiterating names. Progress into moving faster and repeat exercise until young people have mixed and met new people.</p>

			<p>Finally, when in groups of 4 task them to work together to create a one sentence statement/draw a picture which defines inclusion (5 mins)</p> <p>Encourage meeting new people, communication, teamwork, respecting each other's ideas/feelings.</p>
Creative Inclusive Sports Leadership	50 mins total	Slide 27	<p>Holding Slide – This section is 50 mins in total – Inclusion lead to lead Inclusion Lead to give brief Learning Outcomes of this session: Understand and explain STEP principles Know how and why to use STEP when supporting delivery or delivering practical activities to other young people Be able to be creative and use STEP successfully to plan and deliver engaging practical activity that inspires participation.</p>
	3mins		
	10mins	Slide 28	<p>10mins – What is STEP It is important that everyone feels included in your activities and feels a sense of belonging. We can STEP in at any time before, during or after the activity or competition to make it more inclusive using this simple STEP model. We use STEP to make changes so that an activity can be made easier or more challenging. We are all at different levels of ability and have different goals.</p> <p>You can show either or both of these short STEP video to help articulate what STEP is all about. https://vimeo.com/309109227/6481e99f89?embedded=true&source=vimeo_logo&owner=62088816 https://www.youtube.com/watch?v=iQO-lyvBPrw</p> <p>Have a discussion around what STEP looks like in practice.</p>

			<p>The STEP Model encourages coaches to change the space, task, equipment or people for a chosen activity, to make it easier or more challenging. Follow these four simple steps to make your sessions more inclusive.</p>
	10mins	Slide 29	<p>Use STEP MATCHING EXERCISE to check for learning. Call out a few example from the list: People can note on their own or put 4 post its with S, T, E and P around the room and YP have to go to which they think is being adapted. You can print off each statement and hand them out to groups and allow them to work together to go to the S, T, E or P around the room.</p>
	10mins	Slide 30	<p>STEP in Action - 10mins - Inclusion teacher to lead Do an easy activity to introduce STEP to the YP Example of game: Description – Everyone picks an object and a target from the pile of equipment Place their target (hoop, paper, a bucket, bin or box) 2 meters away and attempt to throw their object into it successfully three times in a row. If they do it then they move two more meters back and try again. Who can get furthest away in the allocated time. Lead to ask questions / tasks – In pairs/small groups - come up with five ways to make this easier and five ways to make it harder. Consider this activity if you had a partner. Share with group (physically/mentally/physically how can we adapt) those which relate to Space / Task / Equipment / People Examples: Space – Move closer or further away / run to wall behind before collecting sock / run to different position each time you collect your ball Task – Throw more/less times successfully before you move back / use non dominant hand Equipment - Use a smaller or larger bucket or target / throw a smaller or larger object / flick it off the end of your foot or a cushion</p>

			<p>People – Throw to partner next to bucket or holding the bucket / throw five socks before your partner collects or helps you collect them</p> <p>If you have time/space you can do the volleyball STEP game also or either.</p>
	20mins	Slide 31	<p>Active Inclusion in Action - 20mins</p> <p>You may have a variety of equipment and have some activity cards ready from the TOP Sportsability website/Activity Alliance STEP activity cards for inspiration for the YP.</p> <p>The session leader should ask questions to prompt thinking about the STEP framework and the suitability of the activity for the target audience they have in mind. Put the YP into groups of 5 – using what you learnt from the previous workshop – be as creative as possible – “Don’t think outside the box, think like there is NO BOX”</p> <p>You have 5 minutes to choose a fun creative activity (and the equipment you may use) to create a fun game or activity for a group of students at your school who do not like Sport or PE.</p> <p>Shows how you would run it and how it can be adapted using STEP - demonstrate it to the rest of the group (or to the other groups if time allows).</p>
	1min	Slide 32	<p>Holding Slide</p> <p>This section is 10-15mins - Inclusion Lead to run with support from staff</p>
	10mins	Slide 33	<p>Inclusion Lead led with staff support</p> <p>Reflect and Plan with the YP on their role as an inclusive leader post training and what’s expected of them. Guide them to where to next on this journey (clear pathway of what next activity is back at school and how they are connected).</p>

			<p>Focus the group's thinking on developing a really clear plan for the activity that they want to lead back in their school or community (can it be linked to the School Games – inclusive sport festival)</p> <p>Remind the group that it's about working in partnership with their peers and with staff. Is it going to be a primary based activity/a secondary activity (what year group(s), is it an FE based or mainstream and special school activity where you bring schools together (Unified)?</p> <p>Question to consider:</p> <ul style="list-style-type: none"> • What did you think of creating your own inclusive activity? • What are you inspired to do when you go back to school? • Why have we chosen this as our idea? Who will it help? • What will the activity be? • Who will you need to work with?
	Optional if time	Slide 34	<p>Optional Qs if you have time</p> <p>How will you ask your peers about what they want from the activity you are going to lead?</p> <p>How can you ensure that all young people feel comfortable in your sessions?</p> <p>How can you tell how people are feeling?</p> <p>What do you need to work on to allow this to happen?</p> <p>How important is it to ensure young people stay active and want to come back to your session or event?</p> <p>Could you use emojis or pictures to find out if people enjoyed it?</p>
	5 mins	Slide 35	<p>Closing Slide and Activity</p> <p>This is a great way to end the session – quick active game</p>

			<p>Staff member or inclusion lead or young person or AM can read these statements out loud – one at a time –</p> <p>**If that statement applies to you, then <u>you get to decide what action you want to do</u> – make it ACTIVE.</p> <p>Inclusion lead can share a few examples to help support ideas - you can stand up or you can lift both arms up and say, 'that's me'. Allow people to elaborate on statements if time allows and if needed.</p> <p>All Statements are linked to the YST CARE principles:</p> <ul style="list-style-type: none"> - I want to be active and help others to be active too. - I will ask people in my school how they feel about sport and PA. - I now understand why some people might not like sport & PA. - I will try to create some new activities and events that others can enjoy. - I have enjoyed connecting with friends and new people. - I have enjoyed learning some new skills today. - I can now see that I am a role model. - When things get hard, I will try not to give up - I want to make a difference. - I enjoy helping others around me. - I am a leader.
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