

Girls Active 'Stepping Up For Change' Online Training

Primary and Secondary Girls Active Leader (GLAMS) Training

Name of course	Understanding and Influencing Your Audience
Impact on young people	<p>As a result of this course, girls will have:</p> <ul style="list-style-type: none">• higher levels of enjoyment and engagement in physical activity• greater learning, life and leadership skills• improved health and wellbeing – now and in the future• greater self-confidence in transitioning between schools and key stages.
Targeted learners	The course is aimed at girls (primary & secondary) who have no prior experience of being a Girls Active Leader
Learning outcomes	<p>By the end of this course, learners should be able to:</p> <ul style="list-style-type: none">• Develop an understanding of how other girls might feel• Identify the barriers girls face in being active and understand what motivates them• Develop the skills needed to influence and motivate others• Reflect on their own skills/qualities as leaders and identify a goal to work on.
Course timings	60 minutes
Format	The training will be delivered through Zoom.

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Overview of session

Venue requirements

- Large classroom/space so girls can move around

Equipment/software requirements

- Laptop/PC
- Headset or microphone/headphones
- Zoom Pro (ability to annotate screen)
- Music player (optional) – to play at start/during activity

Resources – for Athlete Mentor

- Workshop notes
- Slide deck (and Intro slide deck if first session)
- Video (on desktop): Always #Like A Girl - <https://www.youtube.com/watch?v=XjJQBjWYDTs>

Resources - for School

- Influencer Skills Cards to be printed out and cut up
- Multi sports equipment, e.g. balls, cones, hoops
- Flip chart paper
- Paper and Pens

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No.	Learning outcomes <i>By the end of this session, learners should be able to:</i>	Suggested learning activities	Resources	Approx. time
1	Get to know each other; build a sense of belonging	<p>Welcome to SUFC: Understanding and Influencing Your Audience</p> <p>Athlete Mentor - if first session...</p> <p>Introduce self and get to know our GLAMs team: Congratulate the girls on being selected. Explain that out of everybody in their school they have been selected because they have the potential to have a positive impact on their peers. These sessions will help to develop their leadership skills and support them in inspiring and influencing other girls to get and stay active.</p> <p>Name game: Ask each girl to introduce themselves by sharing their name and one word that describes them. This adjective must start with the same letter as their first name, i.e. Joyful Jenna. The next person following has to repeat the first person's name and adjective before adding their own.</p>	Intro slides 1-5	5 mins

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2	Develop an understanding of how other girls might feel	<p>Introduce workshop outcomes. Explain that only when we understand our audience are we able to identify what motivates them, and only then can we start to provide an offer that's engaging and exciting. That's what today's workshop is all about.</p> <p>Activity: Comfort, Stretch, Panic</p> <p>Give the girls a category and they will select whether that makes them feel comfortable, stretched, or panicked. The girls can create the letters C, S or P with their hands, or they can hold up to the screen a piece of paper with the letter on. Suggested categories include:</p> <ul style="list-style-type: none"> • Spiders • School • Sport • Being a Girls Active Leader • Leading activities to other girls in your school <p>Explain that we all feel differently about different things. Being a Girls Active Leader is about understanding how other girls feel, and what some of the barriers and challenges might be that prevent them from getting involved in physical activity.</p>	<p>Slides 1 - 4: Intro & comfort, stretch, panic</p> <p>Paper and pens</p>	10 mins
3	Identify the barriers girls face in being active and understand what motivates them	<p>Video: Play the 'Always, #Like a Girl' video - https://www.youtube.com/watch?v=XjJQBjWYDTs</p> <p>Ask the girls to share how the video made them feel. What did they feel strongly about? Did anything surprise them regarding the barriers that girls can face in being and staying active? How does this compare to the girls in their school? Take feed back.</p> <p>Remind the girls that, as Girls Active Leaders, their role is to support and inspire other girls to get active and help find a way for everyone to enjoy physical activity. Physical activity should be fun and should help girls feel good about themselves. The girls have been identified as having the qualities to be able to do that.</p>	Youtube video	10 mins

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4	<p>Identify the barriers girls face in being active and understand what motivates them</p>	<p>Activity: Target Audience</p> <ul style="list-style-type: none"> • Draw around someone in your group and bring to life the average girl that you will be targeting in your school. • On the inside of this person write down all the issues and barriers that prevent them from getting involved in sport and physical activity. Circle three key issues that they would like to change. • On the outside write down (in a different coloured pen) all the things that might motivate this girl to take part. Circle what they think are the top three motivations for girls taking part in sport and physical activity. • Share and feed back drawing of girl to athlete mentor. <p>Reveal the key research why girls take part in sport and physical activity:</p> <ol style="list-style-type: none"> 1. Being in the right environment 2. Learning something new 3. Looking and feeling good 4. Spending time with friends 5. Having fun <p>The challenge is for you, as Girls Active Leaders, to provide these opportunities! So, now we know what motivates girls, we can start to understand how best to influence them to take part in sport and physical activity.</p>	<p>Slide 5: Your target audience</p> <p>Flip chart paper and marker pens</p> <p>Slide 6: YST Research</p>	15 mins
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5	Develop the skills needed to influence and motivate others	<p>Activity: Influencing skills</p> <p>Discuss: What skills do we need to influence others?</p> <p>Ask the girls to look at their Influencer Skills Cards and create a Diamond 9. The aim is to put the skills in order of importance from what they think is least important to most important when it comes to influencing others (there is no right or wrong here). After, ask the girls to present back on their Diamond 9 - why have they ranked the skills in that order?</p> <p>Ask the girls to select their top 3 skills and plan and take part in a fun game to highlight these skills in action. Athlete mentor has to guess which skill they are demonstrating in their activity.</p>	<p>Slide 7: Influencing & motivating others</p> <p>Influencer Skills Cards cut up</p> <p>Multi sports equipment, e.g. balls, hoops, cones</p>	15 mins
6	Reflect on their own skills/ qualities as leaders and identify a goal to work on	<p>Reflection: Which of these skills is a strength for you, and which is an area for development? How do you use these skills currently in school? How might you develop these skills in your Girls Active role? Ask the girls to share and give examples.</p> <p>Quote to finish: "I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel." - Maya Angelou.</p>	Slide 8: Quote	5 mins