



THE PE AND SCHOOL
SPORTS NETWORK

BRIO'S LEADERSHIP TRAINING HANDBOOK

WHAT IS BRIO'S LEADERSHIP ACADEMY?

The academy training is a great introduction into leadership for pupils aged nine and over.

Brio's leadership academy is designed to be used in a variety of education settings over a set period of 6 weeks containing 6 lessons. Students will build the knowledge required to assist and lead on playground activities. The training is a great introduction into leadership, giving pupils and students' knowledge of how to organise and lead small games and activities that can be used as part of uniformed organisation within your school. By the end of the course, the learner will have the skills to set up simple games and or activities that they are familiar with and they feel confident when assisting in leading small group of peers. Upon completion of the training and after being assessed by someone from the PE and School Sports Network each pupil will receive a certificate.

EQUIPMENT

For this course to work properly the following equipment should be available to use Cones, variety of balls (tennis balls, footballs, softballs, rugby balls) hoops, beanbags, flat markers.

Students will also be sharing equipment during their own lessons towards the end of the 6 week period so having enough to go round is important.

HOW DOES IT WORK?

Up to 20 students from Year 5 are required for this course. Students do not have to show outstanding ability in PE but we are looking for those who have leadership qualities.

The course will be set over 6 lessons, each lesson will be working on a different part of how to carefully and safely plan an activity. Using STEPS (Space, Task/Time, Equipment, People, Safety) each lesson will involve students working together to figure out ways to adapt and change the lesson for it to be work in their schools.

The 6 lessons are 45 minutes to an hour long depending on the group that you are working with and the final lesson is their mock playground game. After the 6th lesson a member of the PE and School Sports Network will come in to asses the students and give them their certificates if they pass and the assessor is happy that the students can safely carry out lessons.

SPACE



Will the lesson be safe enough in the Space that we are using? Will we be able to fit our students in the space safely including all our equipment? What happens if there is not enough space? What checks should we do to ensure the space is safe to use?

TASK/TIME



How long will our lesson be? Do we have enough time to complete the activity? What task are we trying to get our students to complete? What is our goal during the lesson?

EQUIPMENT



What equipment do we need during the lesson? Are we going to use all the equipment we have got in the cupboard? What do we do if we find faulty equipment? Do we have to check to see if the equipment is safe? What happens if it isn't?

PEOPLE



How many students are we working with? Who are we working with? Is our lesson task/goal achievable for these students? How many students?

SAFETY



Is our lesson safe? Will the students be safe? Has the equipment been checked for faults? Has the area been checked and cleared before the lesson starts? What hazards can we potentially see in the area we are using and how are we going to avoid accidents happening?

LESSON 1 – AN INTRODUCTION INTO LEADERSHIP

LESSON OBJECTIVES: Students to gain an understanding of what it is to be a leader within their school.

WARM UP- Breaking the ice

Students to be put in pairs, number themselves 1 and 2. Student 1 will hold a piece of paper out in their hand and drop the paper, student 2 will try to catch the paper before it hits the ground. The smaller the students make the paper the easier it can get. Students have 3 turns each and then swap over.

On the teacher's whistle, students find a new pair to play the game with.

TASK ONE – Who and What make a good leader?

Before this task, have a discussion with the students ask questions like the following:

- What does it mean to be a leader?
- What roles do you think a leader will have in your school?
- How would we set a good example in our school as a leader?
- Can anybody be a leader?

After this discussion split the group into 4 small groups, each group will need some flipchart paper and a pen. On 2 pieces of paper title it 'Who makes a good leader' on the other 'what makes a good leader'. Examples of answers are on the following page.

Give students 5 minutes and rotate 4 times in a clockwise direction, if they agree with words on their they can star it in their team's colour pen, if they would like to add anything they can. Discuss their answers at the end of the task:

- Choose certain words and discuss them
- Focus on who students have put down as their role models, what words could we use from the other page to describe the qualities our leader has?

TASK TWO – Introduction to what is a good space?

Set out a very small area which makes it hard for students to move around in. Students must move around at different speeds on your command, we will use gears to make this easier.

- Gear 1 – Walk
- Gear 2 – Fast Walk
- Gear 3 – Skip
- Gear 4 – Jog
- Gear 5 – Hopscotch
- STOP – students stand still

Ask students what is wrong with the lesson? Is the space big enough? What can we do to make it easier, pick 2-4 answers and ask those students who have been selected to find a partner to set out the lesson and lead it for 2 minutes. Was it harder or easier than expected?

COOL DOWN/EVALUATION (Group Discussion)

Are students able to understand what it is to be a leader and what is expected from the course? Why is a having good space important?

EQUIPMENT

- Flipchart paper
- Different colour whiteboard pens
- Flat makers or cones

QUESTIONS/PHRASES

- Space
- 'What makes a good leader'
- 'Who makes a good leader'
- What can we change?
- What faults can you spot?
- What Equipment are we using?

WHAT TYPE OF THINGS STUDENTS COULD DO DURING THEIR OWN GAME SET UP AND TEACHING TIPS

- Making the space bigger
- Using a different shape for students to move around in
- Make sure students are using a loud voice
- What is their positioning like, could everybody hear them?

LESSON 1 – AN INTRODUCTION INTO LEADERSHIP

TASK 1

What makes a good leader?

Below is a list of words that can be used as examples to help the students understanding.

- Responsible
- Courage
- Trustworthy
- Confident
- Loud
- Fun
- Helpful



Who makes a good leader?

These are some of the examples of leaders we have had recently. Some may not belong on the list but it is a good chance for discussion.

- Obama
- Trump
- John Terry
- David Beckham
- Emergency Services
- Teachers
- Teaching Assistants

The people on the right should show that they use the words on the left. Ask each group to pick an example and discuss why they think that person makes a good leader.

TASK 2



During this task students will find it hard to move around, to make this harder for those students that have figured it out ask them if they could play any other games in this area, could they set up a stuck in the mud game in the new space they have set out?

LESSON 2 – SPACE AND EQUIPMENT

LESSON OBJECTIVES: Working with students to use space and equipment effectively.

Task 1- Active Rock Paper Scissors

Pair up students, playing a simple game of rock paper scissors, partners do not change.
Set the hall out into thirds, blue area for winners, red area for the 'try again students' (ask students why we do not want to call it the 'losers area').
The middle area is a natural area, only the first game is played there. Whoever wins out of their partners will go to the winners area and find another winner to play, the loser of the pair will go to the try again area and play someone there.
Students will always find a partner to play and the game will constantly keep going.
Once students have got the hang of it, sit students down and ask them to make the shapes with their bodies. ALL students need to agree on the same shape for each Rock, Paper and Scissors.
Ask students what they are doing for a draw, add in a way to make students only play one game per pair to speed up the game (See following page for layout and teaching tips)

Task 1 - Discussion:

Is the game easy to play? How did we make it harder?
Was the space used properly? Could we change anything to make the game more fun? What did we change? Did the game have rules? What rules did we have to make it fair? Did anyone realise what the teacher was doing during this game?
Find 4 confident students to explain the game from the very start, can they lead and set the game up as a group?

Task 2 – Dishes and Domes

Set up the game wrong, put all the cones in the middle in a random pile and tell students the most simple rules (see following sheet for example) Ask the students what they would change after a few games. Would they introduce any other rules? Is the size of the game working in the space when it includes all students?
Sit students down and discuss what is wrong with the game, have the realised anything that could be done better?
Set up the game again but this time have 2 groups (4 teams) split the hall into 2 and have 2 games going on at the same time.
Students will find that there is more space to move around in, the game is more fun and they are turning more cones over.

Rules:

- 1 team turn from dishes to domes
- 1 team turn from domes to dishes
- Students cannot hover over 1 cone
- Students must stay on their feet
- Countdown from 5 to 1 and all students must be back 'home' ready to count the cones to get a winner

What other rules would the students introduce in the second game to make it easier or a little more fun? What was the difference between the 2 games we played? How can we make the game fair? Can students referee each half?

COOL DOWN/EVALUATION (Group Discussion)

What was the difference between the 2 games today? Are they easy to set out? What game was safer? Could we make the games any safer?

EQUIPMENT

- Plenty of cones
- Flat markers (if there is not enough cones)

QUESTIONS/PHRASES

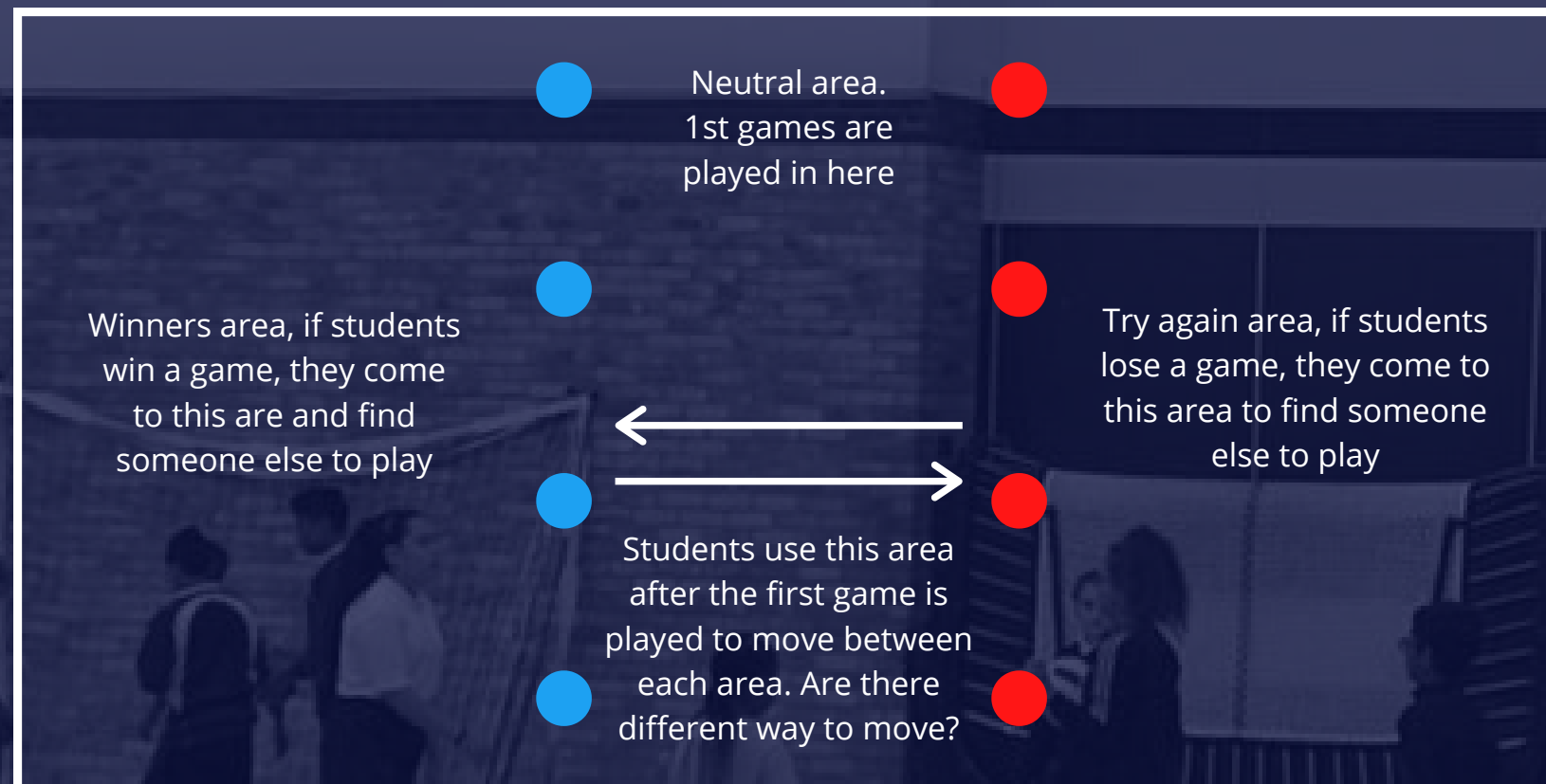
- What are rules?
- Why do we have rules?
- Are the games fair?
- Which version of the game was better?
- Have you realised any mistakes?

WHAT TYPE OF THINGS STUDENTS COULD DO DURING THEIR OWN GAME SET UP AND TEACHING TIPS

- Students will come up with plenty of ideas to change the games, its up to you whether you think they work on not, discuss each answer given so the group can understand why it works and why it does not
- Ask students how they would get the group into teams fairly, what method would you use?

LESSON 2 – AN INTRODUCTION INTO LEADERSHIP

TASK 1



Version 1 – Students do not move from the neutral area and play 1 partner 5 times to get a winner, ask students if it was fun, how would they change the game if we want to be active?

Version 2 – Still play the hand version of the game with the basic rules, students this time must find someone new to play each time.

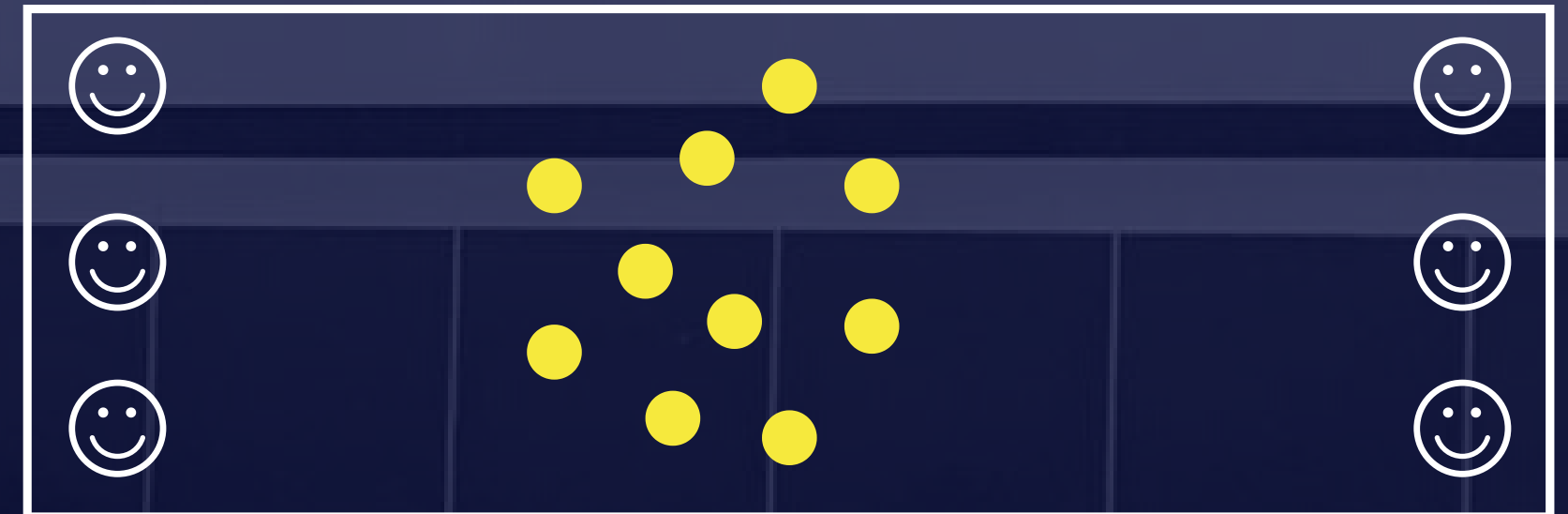
If you win the first game in the neutral area then you go to the winners area, if you lose then you go to the try again. Students **MUST** find someone to play in that area. If they are in the try again area they go to the winners and vice versa.

Version 3 – Students will now use their bodies as their shapes, the entire group must agree on a shape for each of Rock, Paper and Scissors.

Students still move between the winners and the try again area, this time there will be no draw games. It is up to you and the students to find the best way to make sure there are no draws and it is fair. What ideas do they come up with?

TASK 2

Key: Students 😊 Cones ●



Game one on the left is the wrong way to set the game up. The space is not being utilised and students will be bumping into each other and not have the correct space to move into.

Game two on the right is the correct way to do this game. Having 2 groups helps with space, and safety. Ask the students why these changes have been made and make sure they understand how important it is to use the space correctly to make a game safe.



GAME 1

GAME 2

Rules:

- 1 team turn from dishes to domes
- 1 team turn from domes to dishes
- Students cannot hover over 1 cone
- Students must stay on their feet
- 1 Cone turn at a time
- Countdown from 5 to 1 and all students must be back 'home' ready to count the cones to get a winner

LESSON 3 – HOW TO ADAPT A GAME

LESSON OBJECTIVES: Working as a group can the students change the rules and the way equipment is used in a game.

Task 1- What is STEPS?

Splitting students into 4 groups, ask each group to figure out what one of the letters in STEPS mean:

Group 1 – S

Group 2 – T

Group 3 – E

Group 4 – P

Entire group discussion for the final S. While the discussions are happening make sure you are going around each group to give ideas and help, can they figure it out alone? What types of words have they come up with?

Task 2 – Small sided end zone:

Keep students in their groups. Use red cones to separate the hall to have 2 pitches. Use a brighter colour cone to set out the end zones.

Students must work as a team to get the ball into the oppositions end zone to score a point. (See following page for tips and layout)

Game Rules: Game 1

- Students cannot move with the ball
- Students cannot knock the ball out of each other's hands
- Students cannot 'goal hang' and just stand by the end zone

Game Rules: Game 2

- Students cannot move with the ball
- Students cannot knock the ball out of each other's hands
- 1 student from each team can stand in the oppositions end zone
- 5 passes must be made in a team before it goes into the end zone

Task 2 – Students leading games:

After they have played the game put students back into their teams and give them some flipchart paper. Each team will need to come up with their own version of this game. Clear rules will need to be set to make the game fair and the group will need to give a clear explanation of their game to the rest of the group.

Once students have finished their planning a team at a time will tell us their game and the rest of the group will play that teams version of the game.

COOL DOWN/EVALUATION (Group Discussion)

- Who can remember what STEPS stands for?
- What was the difference between my version of the game and yours?
- Did all the versions we played work? What makes a game fair?
- Why do we need to have a referee?
- Would there be anything you would add or take away from the games?

EQUIPMENT

- Different size balls
- Cones
- Bibs
- Flat Markers

QUESTIONS/PHRASES

- What are the Rules of our game?
- STEPS
- Why is Safety Important
- How we use STEPS to plan an activity

WHAT TYPE OF THINGS STUDENTS COULD DO DURING THEIR OWN GAME SET UP AND TEACHING TIPS

- Let students make the mistakes during their version of the game. When discussion happens at the end use the time to help the group find a new way to play their game
- Some students will have trouble remembering STEPS so write it down on a flipchart at the end of the lesson discussing each point.

LESSON 3 – HOW TO ADAPT A GAME

TASK 2



Key:

Team 1 ☺

Team 2 ☜

Cones ●

- Students to be split into 2 teams. Use red cones to split the hall if flat markers are not available.
- Why did we use 2 teams and not 1 big game?
- Can they remember the reasons from the previous lesson?

LESSON 4 – DIFFERENT WAYS TO USE EQUIPMENT

LESSON OBJECTIVES: Working together can students plan a game using a lot equipment and a game using hardly any equipment?

Task 1- Group Recap

Working as one big team can the students feedback to you what we have been working on in the last 3 lessons?

Task 2 – Working together using equipment:

Splitting the group into 2

Side 1:

Setting up an obstacle course using plenty of equipment, show students how you would like the obstacle course to be done, you can either split them into another 2 groups on that side and have them run in a straight line to complete this or have them move around the space constantly in a circle (see following page for tips and layout)

Side 2:

Setting up the cone game

Rules:

Each person on that side of the hall to find a partner to work with.

A cone is placed in the middle of each of partner and a person (preferably the teacher or a young leader who is confident enough to lead the game after a few tries) will be giving the following instruction 'In the trees' – students stretch up really high on their tiptoes, hands in the air 'On the bank' – students squat down close to the cone 'In the river' – students will snatch the cone in the middle trying to beat their partner.

Make sure you rotate so both groups experience the different games in the lesson.

Task 2 – Students adapting each side in teams

After the students have experience both sides, allocate them a side, give them the task on how to change each side. The rules **MUST** stay the same and the end task must stay the same.

- Task for side 1: To keep students moving and engaged
- Task for side 2: To respond to instruction and beat their partner to the cone

Each group must discuss the changes and put them in place and play the game themselves. After this has happened they will give an explanation to the other group and watch them play their version of the game, does it work?

COOL DOWN/EVALUATION (Group Discussion)

- What was the difference between the 2 games that we played today?
- How was the space used in each game? How was the equipment used differently?
- What game would you prefer to lead on? Why did we try both games?
- Was the equipment in each game used correctly?
- Was it safe? If not, what wasn't safe?

EQUIPMENT

- Cones
- Tennis Rackets
- Bean Bags
- Flat Markers
- Gymnastic equipment
- Benches
- Tennis balls

QUESTIONS/PHRASES

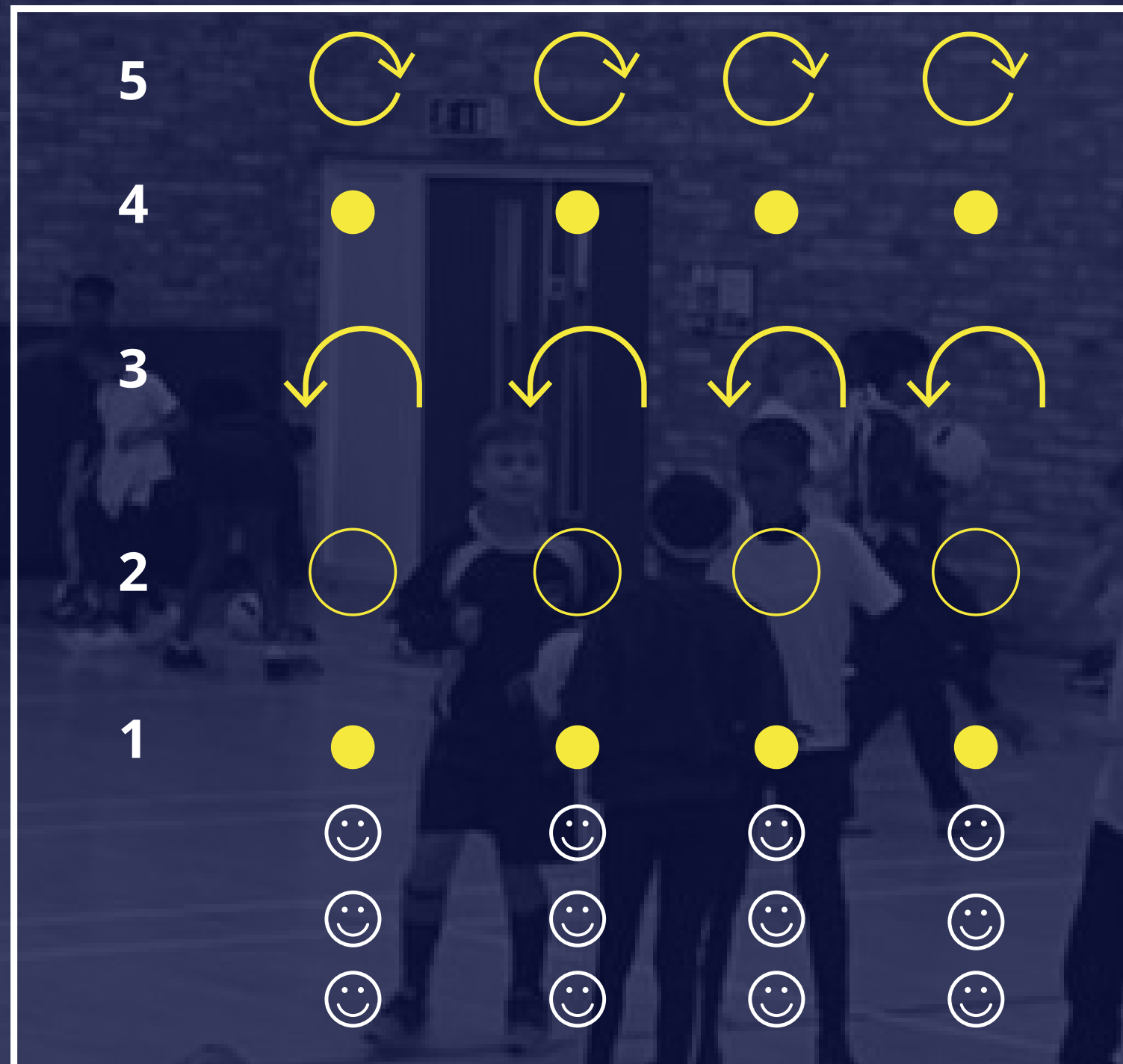
- How are you going to adapt the game?
- Are you going to change a lot or not much at all?
- Will the rules stay the same?
- What is the outcome of the activity, what is the task?

WHAT TYPE OF THINGS STUDENTS COULD DO DURING THEIR OWN GAME SET UP AND TEACHING TIPS

- Discussion for these activities will be harder because they are in bigger groups, we are looking for leaders to take charge to help take care of each group.
- Students can start to argue so freeze the group and remind them of the importance of working in a team.
- Students can add or takeaway what they like from these games if it still works

LESSON 4 – DIFFERENT WAYS TO USE EQUIPMENT

TASK 2: Obstacle course layout



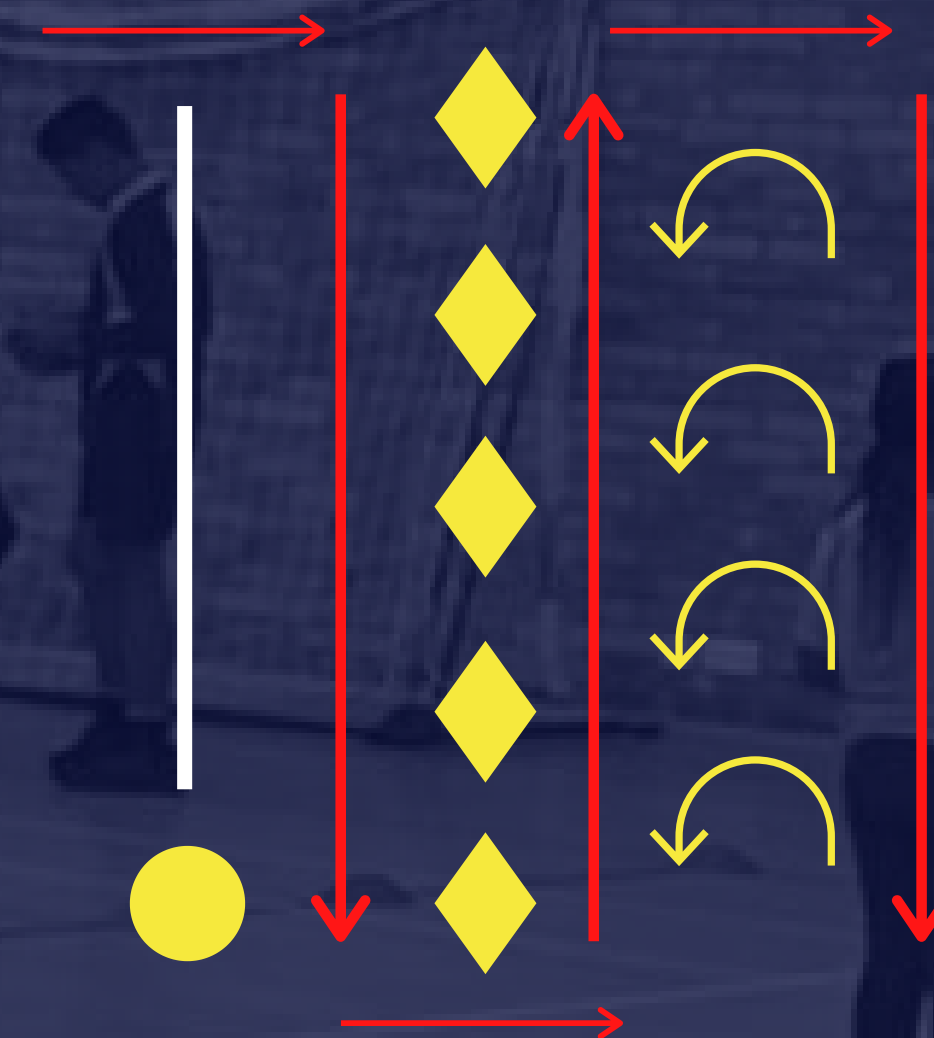
1. Starting cone
2. Jumping into and out of hoop
3. Jump over hurdle
4. Run around cone
5. 5 hoop rotations

Run back and high 5 the next team member

6. Starting cone
7. Benches, one can be turned upside down for a bigger challenge
8. Jumping through cones
9. Jumping over hurdles

Make sure students repeat the circuit

Students will always be moving around in a circle, the circuit/obstacle course does not stop. For those who are finding it easy ask them to carry a ball around for a challenge.



In this final section if you have a gymnastics horse or any benches then use them to challenge the students, a springboard with mats would work. Students then go back to the start and complete the circuit again.

LESSON 5 – COMPETITIVE GAMES AND GAMES FOR FUN

LESSON OBJECTIVES: Trying to figure out why we play games for fun and why we play games competitively

Task 1- What is the difference between non-competitive and competitive games and why do we have them?

Discuss as a group why the students think we have non competitive games and competitive games. Students should start to understand that some younger students do not like the competitiveness of some games and would rather play for fun and vice versa. How can we adapt that in our playground games?

Task 2 – A competitive game and a non-competitive game

Splitting the group into 2

Side 1: Competitive game:

This side of the group will work on competitive games.

Hand Tennis rules:

- Play in pairs or play in groups of 3 with one student as the referee
- We will play a winner stays on scenario
- Ball can only bounce once
- The ball can only be hit with one hand
- The opposite player must be able to get to the ball without obstruction
- Once a player loses either a point is given to the winner or the referee swaps in with the losing partner.

Side 2:

A different version of hand tennis will be played to make it non-competitive.

On this side we are working on rallying with out partner

- The ball can only bounce once but we are no longer playing for points
- How many times can you and your partner hit the ball without the ball rolling or bouncing twice Is there an easier way to play this game?
- Give a bigger lighter ball to struggling groups

Make sure you rotate so both groups experience the different games in the lesson.

Task 2 – Students adapting each side in teams

After the students have experience both sides, allocate them a side, give them the task on how to change each side. The rules MUST stay the same and the end task must stay the same.

Each group must discuss the changes and put them in place and play the game themselves. After this has happened they will give an explanation to the other group and watch them play their version of the game, does it work?

Partners will be able to choose if they want to do a competitive version or a non-competitive version

COOL DOWN/EVALUATION (Group Discussion)

- What version of the game did you prefer?
- Is it down to personal preference?
- When planning games how can we make sure both versions are included for all students to want to take part?
- Will this work with all games?

EQUIPMENT

- Flat markers
- Tennis balls
- Soft balls

QUESTIONS/PHRASES

- How are you going to adapt the game?
- Are you going to change a lot or not much at all?
- Will the rules stay the same?
- What is the outcome of the activity, what is the task?
- What is the difference between competitive and non-competitive games

WHAT TYPE OF THINGS STUDENTS COULD DO DURING THEIR OWN GAME SET UP AND TEACHING TIPS

- Students will adapt the version of the game they prefer; more competitive students could become a little frustrated with the non-competitive side so move them onto planning their own version when you think they are ready
- Help students understand the difference between the 2 games. They have the same skill but different outcomes, why?

LESSON 6 – MOCK LESSONS

LESSON OBJECTIVES: Students are now going to plan their own activities ready for the PESSN to come and assess.

Task 1- Group preparation

Split the hall into 4 equal sections

Each section needs to be a good size for the student's lessons to take place, this will replicate roughly the size of the space the students will have available during their playground games.

Show students what an example session plan would look like. Using your schools template could help.

Task 2 – Planning and executing lessons

Splitting the group into 4 try to make sure there is at least 1 strong leader in each group if you can.

Once they are in their group's students can then start to use their flipchart paper and pen to plan their game properly. Once you are happy with the plan then students can start to take their equipment and set out their lessons. This will give them a good opportunity to practice the lesson and change anything that needs to be changed. Once this is done a mock lesson will take place.

Task 2 – Mock lessons

Each group will have a chance to deliver their lesson, students will deliver their session to another group, these are the things that the assessor from PESSN will look for:

- All students leading at least one part of the lesson
- Clear explanations
- Adaptation if the lesson is not working
- Good use of equipment
- Clear use of STEPS
- Clear safety checks

Sit students down after their lessons to have feedback from students and yourself on what can change, positive feedback is key to help them move forward. Make sure the equipment for the lesson is as close to what they will have available during breaktime as possible. All the lessons have used minimal equipment for this reason.

COOL DOWN/EVALUATION (Group Discussion)

- How was the students first experience of teaching
- What did they learn? Are they ready to teach in school?
- What would you change?
- Make sure you give the students plenty of time to practice before their real exam.

EQUIPMENT

- Cones
- Tennis Rackets
- Bean Bags
- Flat Markers
- Gymnastic equipment
- Benches
- Tennis balls

QUESTIONS/PHRASES

- How are you going to adapt the game?
- Are you going to change a lot or not much at all?
- Will the rules stay the same?
- What is the outcome of the activity, what is the task?

WHAT TYPE OF THINGS STUDENTS COULD DO DURING THEIR OWN GAME SET UP AND TEACHING TIPS

- Pick a strong leader to help take care of the group, this will help students gain confidence.
- Students need to make sure they are confident enough to lead on at least one part of the lesson