

# #MOVE WITH US LEADERS ACADEMY

## TUTOR NOTES



SLIDE NO	SUGGESTED DELIVERY/TASKS	KEY POINTS	EQUIPMENT/RESOURCES REQUIRED
2	<b>Outline of the Day</b> Share slide and run through the outline for the day.	Tutor should set context for the session and explain how these skills will need to be used effectively in different environments – school setting , HAF clubs, community clubs etc	<ul style="list-style-type: none"> <li>• PowerPoint</li> </ul>
3	<b>Icebreaker Activity</b> Set the task on the slide. If the day is being delivered in school where all pupils are known, then there is no need to complete this activity in its entirety so focus on why they want to become leaders and what motivates them.	It's important to create an environment where everybody feels comfortable to share their ideas. This will probably require setting ground rules at the start.	<ul style="list-style-type: none"> <li>• PowerPoint</li> </ul>
4	<b>Aims</b> Share the aims for the day.	Identify that the day is about developing leadership skills and then using them to support other young people to enjoy physical activity , sport and movement. This will require acquiring knowledge and skills, and then applying them to the planning and delivery process. Tutors should stress that the audience and environment have a major impact on how these skills are applied (different in a holiday club setting to a school)	<ul style="list-style-type: none"> <li>• PowerPoint</li> </ul>
5	<b>Skills, Qualities and Knowledge of a Leader.</b> In pairs, ask learners to think of successful leader and identify the skills, qualities and knowledge that they possess. Who can come up with the most?	Identify what skills, qualities and knowledge are, and that sometimes it is difficult to determine if something is a skill or a quality – but this doesn't really matter! If pupils are struggling to think of a leader then provide some examples.	<ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Marker Pens</li> <li>• A3 Paper</li> <li>• (Photographs of successful sports leaders- optional)</li> </ul>

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6	<b>How many did you get?</b> Ask leaders to tick off all of those that they got. Who got the most? Are there any that aren't on the slide?		<ul style="list-style-type: none"> <li>• PowerPoint</li> </ul>
7	<b>Leadership Diamond</b> In 4's, follow the instructions on the slide. When all groups are finished, take feedback to identify that each group's diamond probably looks different.	Different groups will produce different diamonds and that is fine as there are no correct answers.	<ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Skills and Qualities cards</li> </ul>
8	<b>Communication and Problem Solving Skills.</b> Split leaders into 6 teams and work through the various activities: Stop the Game Who Can Shout the Loudest? Bench Games Cross the River Human Knot Moving the Ball from A to B	See attached notes for descriptions of each of the activities.	<ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Benches</li> <li>• Cones</li> <li>• Hoops</li> <li>• Selection of balls</li> <li>• Beanbags</li> <li>• Please also see accompanying links to resources</li> </ul>
9-10	<b>Delivering a Session, Using IDEAS to deliver an effective session, Differentiation – the STEP Principle.</b> Tutor to choose a session to deliver following a simple structure of warm-up, skill, game. Throw and Catch could provide the focus. Model the use of IDEAS to set the tasks and then the use of STEP to adapt them.	Highlight the structure of the session and model how each part of IDEAS can be applied. Discuss how the session could be adapted using the STEP Principle and model its use for learners. Tutor to remind the learners of the importance of adapting tasks to meet the needs of the group and individuals within it – it is a real skill and requires a lot of practise!	<ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Selection of balls, beanbags etc.</li> <li>• Cones</li> <li>• Bibs</li> </ul>

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11-12	<b>Evaluating Lessons – SMILES, Observation and Feedback</b> Talk through each of the aspects of SMILES and the observation and feedback questions. Guide learners to reflect on the session that they took part in and use the prompts to identify strengths and areas for development.	Following the delivery of a session it is important to reflect on how it has gone in order to improve it for the next time. SMILES and the observation and feedback questions provide a framework against which to make judgements.	<ul style="list-style-type: none"> <li>• PowerPoint</li> </ul>
13	<b>Session Structure</b> Discuss with learners that they are now going to work through a Plan – Deliver – Review and Feedback process.	Highlight the Plan – Deliver – Review and Feedback process	<ul style="list-style-type: none"> <li>• PowerPoint</li> </ul>
14	<b>Planning a Session</b> In pairs make a list of the things to consider when planning a session or activity. Some things to consider. Go through the list with the learners and see if there are any additional things that they would consider.	Stress the point that it is important for learners to know as much about the participants that they are working with, where they are working and what resources they've got in order to plan an effective session.	<ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Marker Pens</li> <li>• A3 Paper</li> </ul>
15	<b>What things can we teach our pupils? Go through the list adding some generic examples to each one.</b> Example – Year 7 Football Beginners. Talk through each of the specific examples given for Year 7 football. HAF example – organising a fun dodgeball session	Remember this will vary depending on the nature of the environment and setting – keep stressing that fun and engagement and developing an enjoyment for being active is vital	<ul style="list-style-type: none"> <li>• PowerPoint</li> </ul>

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16	<b>Planning Task</b> In pairs, learners are to plan a 15 minute session to include an introduction, warm-up, skill and game. Session Plan Template. Share and talk through the session plan template. Learners are to complete their lesson plan on the template.	Decide upon the size of the group that the learners are planning for. Which activity do they know most about and feel most confident with? Tell the group how much equipment they have available. To increase the challenge, select the activity to be delivered for the learners.	<ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Selection of equipment</li> <li>• Session Plan Template</li> </ul>
17	<b>Delivery of Activities</b> In pairs, learners will have 15 minutes to deliver their session.	Organise pairs so that one pair delivers while another pair observes and provides feedback at the end. Support pairs to evaluate their session using SMILES. Ensure all pairs get to deliver – if the sessions need to be shortened so that everybody gets to deliver then that's fine.	<ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Selection of equipment</li> <li>• SMILES and Observation and Feedback sheets.</li> </ul>
18	<b>Summary</b> Ask learners to write down three things they've learnt about leadership, what went well (WWW) with their sessions and even better if (EBI)	Highlight the key skills and qualities of leadership with a focus on communication and the importance of planning.	<ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Marker Pens</li> <li>• A3 Paper</li> </ul>
19	<b>Being an official</b> Ask the learners to work in pairs and discuss the skills required to be an Official.	Focus on skills such as: decisive , fair , strong communicator , confident etc  Challenges could include: Mixed ability Some children being very competitive Not all understanding the rules	<ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Marker Pens</li> <li>• A3 Paper</li> </ul>

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20	<b>Being an official</b> Now in small groups use the task on the slide to set the challenge of taking it in turns to officiate a short game or challenge between other members of the group	Ask the learners to provide feedback to each other after each rotation  Focus on the skills previously discussed	<ul style="list-style-type: none"> <li>• PowerPoint</li> </ul>
21	<b>Being an official</b> Now use the SMILES model to review your own performance	Tutors should encourage a group discussion to conclude this section around how this task may differ in different environments (clubs , schools, holiday camps)	<ul style="list-style-type: none"> <li>• PowerPoint</li> </ul>
22	<b>Move With Us Campaign</b> Use this as an opportunity to promote MWU Ambassadors	Play MWU video if facilities allow – discuss process to apply to become an Ambassador	<ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• List of available equipment</li> <li>• Format of festival</li> </ul>

