

# #MOVE WITH US LEADERS ACADEMY

Giving young people the opportunity to gain valuable experience and skills in community sport settings



# AGENDA OF THE DAY



- ★ Welcome and introductions
- ★ Aims
- ★ Skills, qualities and knowledge of a leader
- ★ Communication and problem solving skills
- ★ Delivering a session to include IDEAS, STEP and SMILES
- ★ Planning a session
- ★ Planning time
- ★ Delivery of activities
- ★ Officiating/ umpiring and scoring skills
- ★ Organising games and competitions for others
- ★ Summary
- ★ Move With Us campaign

# ICEBREAKER



What is your name?

Why are you interested in becoming a Move With Us leader?

What is your favourite sport or activity?

What is one interesting fact about yourself?

???



# AIMS AND OBJECTIVES

- ★ To develop knowledge and understanding of leadership skills
- ★ To be able to demonstrate leadership skills to support and inspire other young people to develop a love of being physically active



# SKILLS, QUALITIES AND KNOWLEDGE OF A LEADER



In pairs, think of your favourite leader and make a list of their skills, qualities and knowledge. How many can you come up with?



# HOW MANY DID YOU GET?

## SKILLS



Instruction  
Demonstration  
Observation  
Analysis  
Feedback  
Questioning  
Reflection

## QUALITIES



Communication  
Organisation  
Adaptability  
Compassion  
Honesty  
Ethics  
Teamwork

## KNOWLEDGE



Rules  
Tactics  
Techniques  
Activities  
Participants  
Sport Pathway  
Local competitions/signposting

**CAN YOU THINK OF ANY OTHERS?**

# LEADERSHIP DIAMOND



Divide your learners into small groups with one set of cards for each group. Appoint an observer for each group. Ask the groups to form a 12 piece diamond (below) with the cards, placing a card they feel is the most important attribute to being a leader at the top of the diamond. Form the rest of the diamond until the least important attribute is placed at the bottom. The learners may use the 'Your choice?' card to write any additional attribute which is not part of the original set.

The aim of this activity is for learners not only to think about attributes of a leader, but also for the observer to comment on how each group worked as a team and which attributes became apparent within each group.

The observers should make notes on the following:

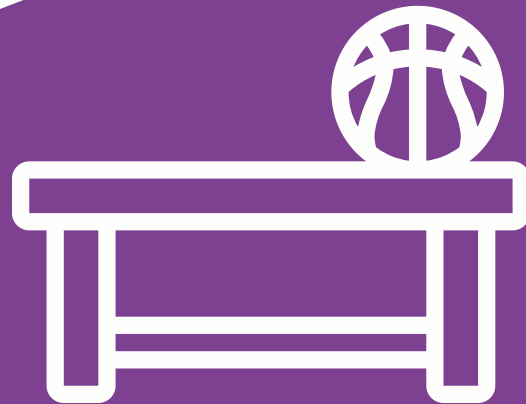
- ★ Would the diamond change if it was put together in context of a specific group of participants, activity or environment?
- ★ Who was the leader and what identified them as being the leader?
- ★ Why were they the leader? (loudest voice, gender, most knowledgeable, delegated, had pen, embarrassed silence, etc.)
- ★ Was there anyone who did not contribute to the activity & why may that have been?



# COMMUNICATION & PROBLEM SOLVING SKILLS



**WHO CAN  
SHOUT THE  
LOUDEST**



**BENCH  
GAMES**



**CROSS THE  
RIVER**



**HUMAN  
KNOT**



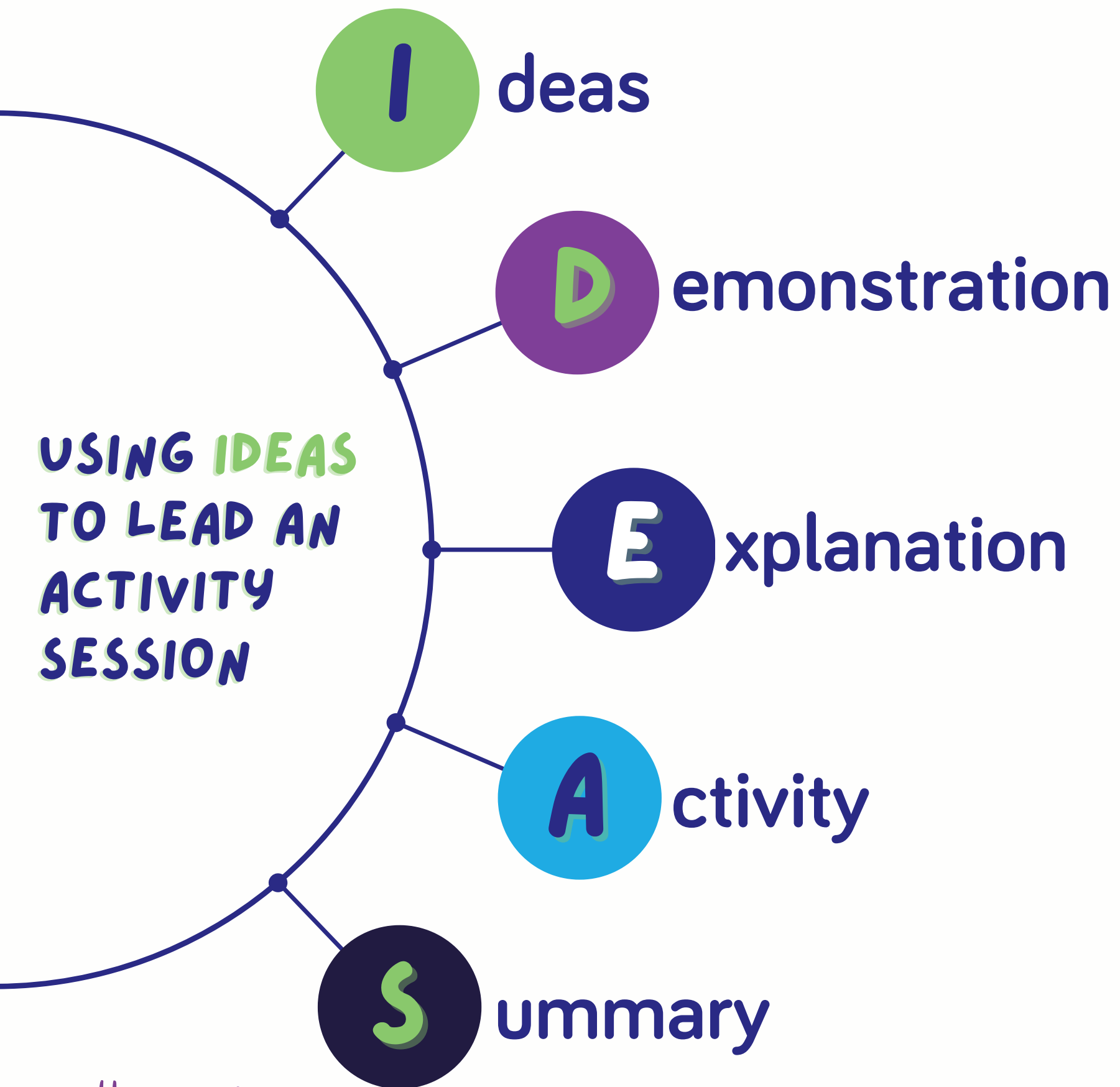
**STOP THE GAME**



**MOVING THE BALL  
FROM A TO B**







## **DELIVERING A SESSION**

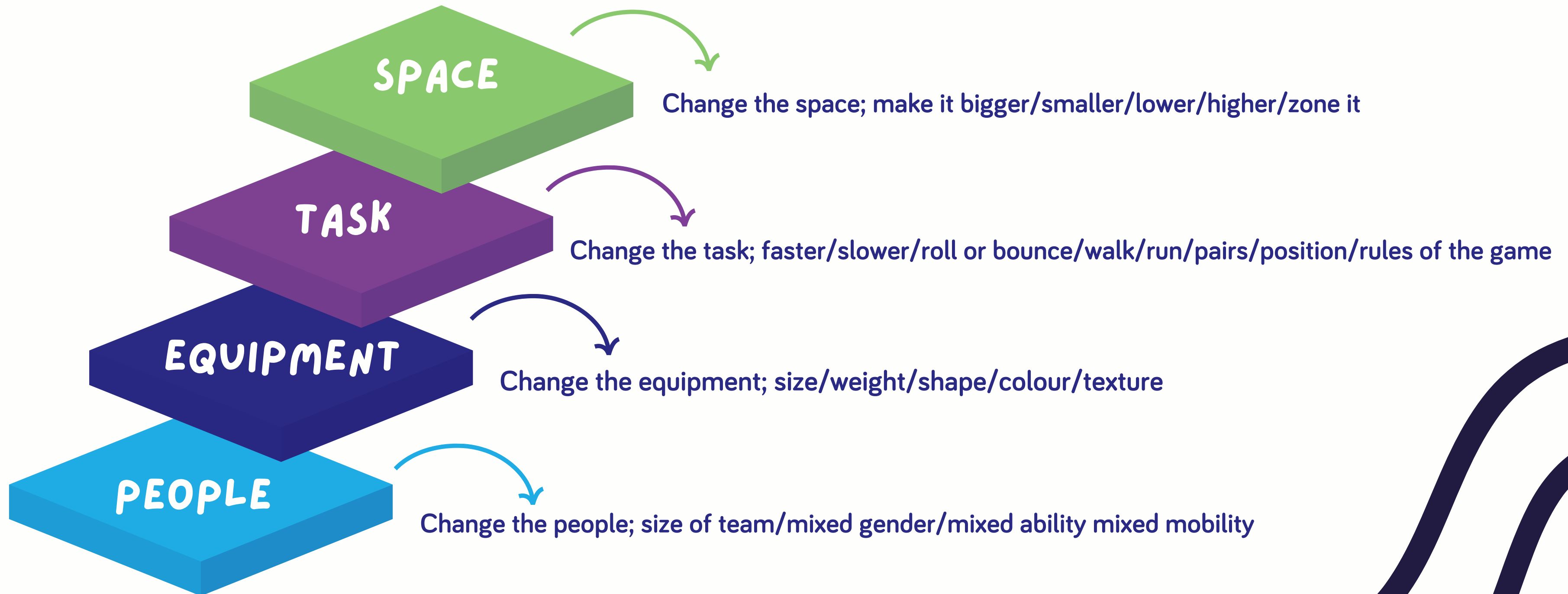
★ WARM-UP

★ SKILL

★ GAME



# DIFFERENTIATION – THE S.T.E.P. PRINCIPLE



# EVALUATING LESSONS – SMILES



# OBSERVATION AND FEEDBACK



Instructions (were they clear?)



Use of names/demonstration - was it correct and who demonstrated?



Questioning (did the coach ask questions/ did the participants ask questions?)



Feedback (when was it given – straight away/during activity/at the end of session, was it suitable for those in the session?)



Positioning (could coach see everyone/ did they move?)



Environment (What environment was created/was it right for the level of participant?)

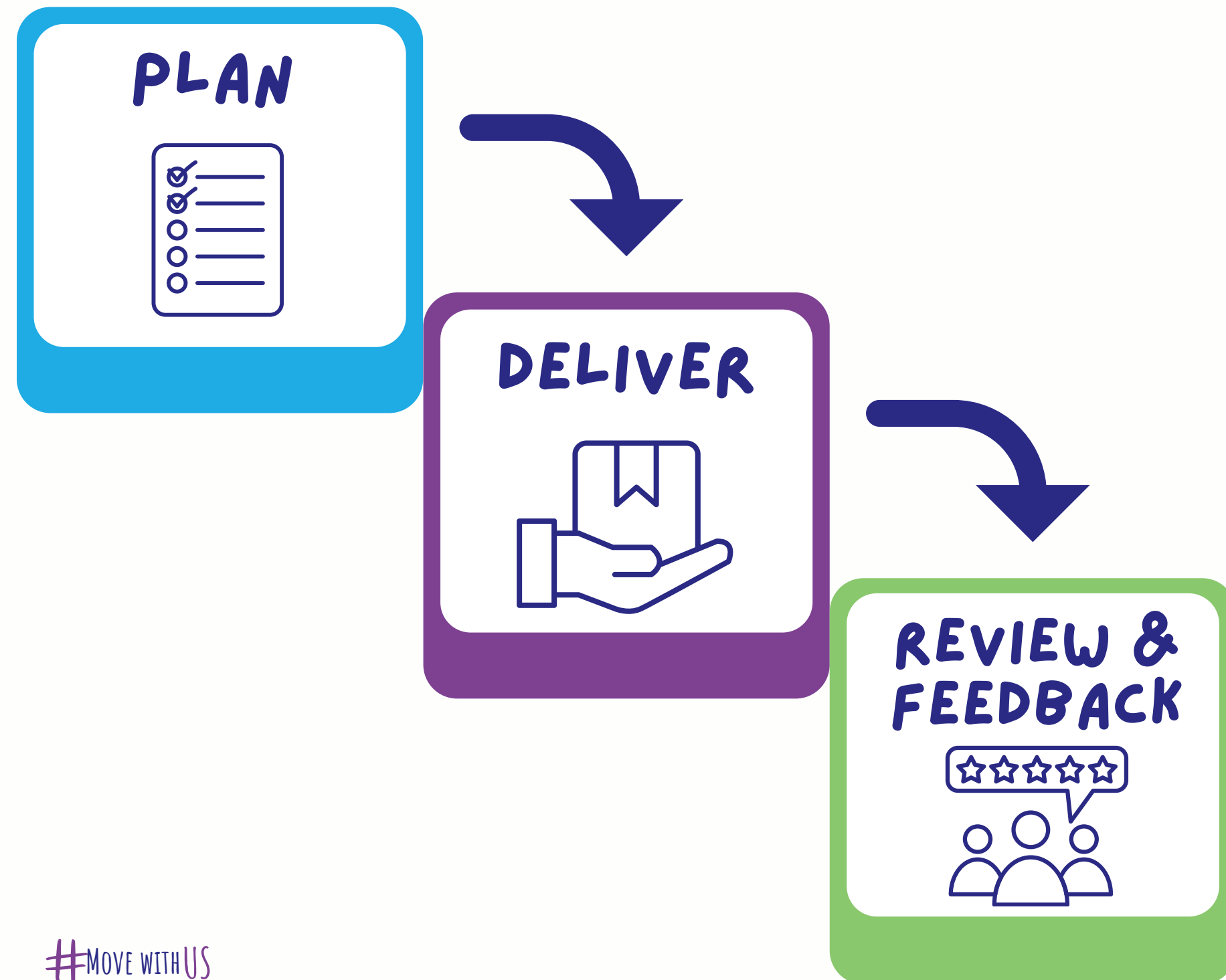


Did all participants enjoy it?





# SESSION STRUCTURE



# PLANNING A SESSION



With a partner, make a list of all of the things you need to consider before planning a session.



- ★ Who are you working with?
- ★ How old are they?
- ★ How many are there?
- ★ What is their skill level?
- ★ Where are you delivering your session?
- ★ What space have you got to work in?
- ★ What equipment have you got?
- ★ How long have you got?
- ★ Who have you got to support you?



# WHAT CAN WE TEACH OR COACH PARTICIPANTS?

- ★ Skills
- ★ Techniques
- ★ Tactics
- ★ Behaviours
- ★ Rules
- ★ That being active is great fun!
- ★ How to work with others
- ★ Core skills to be able to move with confidence
- ★ The benefits of taking part in games, challenges and competitions

## EXAMPLE

- ★ Basic Laws of the Game
- ★ Positions and Pitch Markings
- ★ Fair Play and Sportsmanship
- ★ Safety
- ★ Fitness
- ★ Communication
- ★ Etiquette (Shaking Hands, Three Cheers)
- ★ How to Warm Up
- ★ How to Cool Down
- ★ Set Plays

- ★ Diet (incl. Fluid)
- ★ Passing Technique
- ★ Shooting Technique
- ★ Dribbling Technique
- ★ Tackling Technique





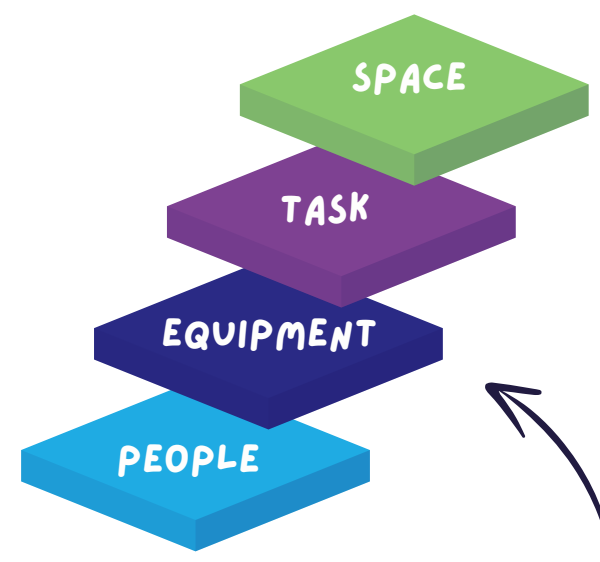
# PLANNING TASK



In pairs, you are going to have 15 minutes to plan a session using the template to the right.

Your session must include:

- An introduction
- A warm up activity
- A skill activity
- A game



Consider how you could adapt your session using the STEP Principle

You will be delivering your session to a group of your peers



Session Plan			
Date:		Venue/facility:	
Time:			
Equipment/resources:		Group and age:	
		Size of group:	
<b>Group needs/motivations &amp; reflections from last session:</b> What do I know about the group? What to consider from the last session...			
<b>Session Goals for the Participants (WHAT):</b> By the end of the session the participants will be able to...		<b>Personal Coaching Goals (HOW):</b> By the end of the session I will have...	
<b>Practical Session</b>			
Time	Activity/ Session Content/Potential Adjustments (STEP)	Coaching Points	Organisation/ Safety Key points



# DELIVERY OF ACTIVITIES

**TASK**

In pairs, you are going to have 15 minutes to deliver your session.



Once you have finished you will evaluate your session using SMILES.

# SUMMARY

## TASK



Write down three things that you have learnt about leadership.



What went well with the session that you delivered?



What could you do to make it better?



# OFFICIATING AND UMPIRING



★ Discuss in pairs the skills required to umpire/score/referee a game or match.

★ What could be the potential challenges in the setting you work in? How might you overcome these challenges?



# BEING AN OFFICIAL – LET'S HAVE A GO!

- ★ In small groups, discuss and agree a competitive game or challenge. This could be a traditional sport or a fun game - take into account equipment and space available!
- ★ The game needs to have rules, so involve an element of competition and require decision making from the official.
- ★ Each learner should take a turn at being in charge of the group by playing the game and challenge.
- ★ Remember the decision of the official is FINAL!
- ★ Each rotation should take approximately 5 minutes.





# BEING AN OFFICIAL – REVIEW SMILES



# #MOVE WITH US

## AMBASSADOR OFFER

A young person who wishes to drive the campaign and inspire others to get moving and find the activity that they love

An ambassador will be able to voice their thoughts about developing Move With Us and changing our outlook towards our approach to physical activity for young people.

### BECOME A MOVE WITH US AMBASSADOR!

Have you heard of our ambassador opportunity helping to enhance your skills further and support young people to find an activity they love? As an ambassador, you will get the chance to put forward your ideas and thoughts around how we can ensure more young people feel positively towards sport and physical activity.

Scan the QR code to read more about our ambassador offer and apply!



[www.activeessex.org](http://www.activeessex.org)

