



Plymouth School Sports Partnership Leadership Academy

Lighting the torch for tomorrow



KS2 Junior Leadership Award

Qualities of a Good Leader ☒

Practical Leadership ☒

The STEP Process ☒

Officiating Games ☒



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Session 1

The Role of a Leader

Lesson Objectives

- * Understand the skills and attributes you need to become a good sports leader
- * Have a go at leading an activity whilst demonstrating good leadership skills and attributes

Time	Activity	Organisation	Resources Required	Focus
	Human Knot	<ul style="list-style-type: none">• Split into groups of 6 to 8 students• All students stand in a close circle• Students link wrists with 2 other students in the group• Split 1 pair of students wrists• The group now makes up a human knot, which needs to be untangled• No students are allowed to break contact with the rest of the group	5m to 10m square area	<ul style="list-style-type: none">• Team Work• Co-Operation• Communication• Leading
	A Bad Leader	<ul style="list-style-type: none">• Show the group the DVD clip of a 'Bad Coach'	Good Coach/Bad Coach DVD	<ul style="list-style-type: none">• Understand the attributes of a bad leader
	Relay – Attributes of Good and Bad Leaders	<ul style="list-style-type: none">• Split into groups of 4 to 6 students• Place the word cards in an area approximately 4/5 metres away from the group• Ask the group to turn over their cards• On the whistle to start the first person from the group runs to the opposite area and takes the first word from the pile• This continues until all the word cards have been collected	Resources Good/Bad Leader	<ul style="list-style-type: none">• Recognise the attributes of a good and leader

		<ul style="list-style-type: none"> Using the resources provided, the group are to place the attributes of good and bad leaders around the correct sign 		
	Rank Order	<ul style="list-style-type: none"> In the same groups as above, place the attributes of a good leader in rank order, highest to lowest whilst discussing their reasons why Ask the group to select a Leader The Leaders will explain to everyone their choice of ranking and reasons for this Ask the groups to stick their lists on the wall for the rest of the class to see 	Qualities of a Good Leader Task Sheet	<ul style="list-style-type: none"> Recognise and highlight the attributes that make a good leader
	Have a Go	<ul style="list-style-type: none"> Select new Leaders for each group Ask the Leaders to organise a game of 'Rabbits' for their group whilst demonstrating the attributes of a good leader 	Rabbits Activity Card	<ul style="list-style-type: none"> Demonstrate the attributes of a good leader
	Evaluation	<ul style="list-style-type: none"> Bring the groups together Ask the group if they thought their leader was Good, Ok or Need to Improve 		<ul style="list-style-type: none"> Evaluating the quality of a leadership session



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SESSION ONE: Step by Step Guide

1. Collect students from the bus bay and bring them to the sports hall
2. Split the class into three even groups
3. Each leaders has one third of the sports hall to deliver the session
4. Introduce yourself to the group and go through the objectives of the session (Session 1 Objectives)
5. Lead Gear Game Warm Up:
 - * Before you start, give 6 students one of the warm up stretch cards. Each card has a number from 1 to 6
 - * At intervals during the warm up game, call out numbers, starting with 1 and working through to number 6
 - * When the number has been called, the student with that number card needs to take charge of the group, demonstrate the stretch and give the group the key points of the stretch
 - * When number 1 has finished, go back into the Gear Game, before shouting the next number
6. At some stage during the warm up, stop the group and talk about:
 - * Taking charge
 - * Stopping groups
 - * Getting groups in
 - * Demonstrating
7. At the completion of the gear game warm up get the students together and show them the Bad Coach clip from the DVD (Good Coach/Bad Coach DVD)
8. After they have watched the Bad Coach Clip, split your group into 2 or 3 smaller groups:
 - * Place the word cards (Good/Bad Leader Word Cards) face down at the far end of your area and give the groups the Good/ Bad Leader Signs
 - * Get the groups to perform a relay to collect the word cards one at a time. They must place the word cards around the correct sign
 - * When they have completed the relay and collected all the word cards, ask the group to discuss what each word means and to think about which skills/attributes that are the most important for a good leader
 - * Get them to place their 'Good Leader' list in rank order, the most important at the top and the least important at the bottom

- * Give the group some blue tack and ask them to stick their list on the wall
- * Ask each group to select a Leader who will explain to the other groups what the words mean, an example of the skill/attribute and why they have placed the skills/attributes in that order

9. Bring the groups together and show them the Good Coach DVD Clip

10. Ask for a volunteer who would like to have a go at leading:

- * Give the volunteer the 'Rabbits' activity card
- * Make sure they understand how the activity works
- * Showing good leadership skills/attributes, they need to set up, explain, demonstrate and lead the activity

11. When the activity is running smoothly, stop the group and talk about how to use the STEP process to make the game easier or harder:

- * Pick one of the students who has a good idea of how to make the activity harder and ask them to take over and make the changes they have suggested

12. Introduce the homework and planning of a warm up activity which they will be asked to lead at the start of the next session:

- * Give out the Warm Up Homework Resource
- * Ask them to think of an activity that is active and that will get someone hot, breathing faster and deeper
- * Incorporate at least 3 different stretches into their warm up



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Session 1

The Role of a Leader

- **Understand the skills & attributes you need to become a good sports leader**
- **Have a go at leading an activity & try to show good leadership skills & attributes**
- **Plan a warm up activity you can deliver in the next session**



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Session 2

Planning, Organising & Delivery

Lesson Objectives

- * Deliver the warm up session you have planned
- * Understand the STEP process
- * Delivery of an activity/game demonstrating good leadership skills and attributes
- * Successfully officiate a small sided game

Time	Activity	Organisation	Resources Required	Focus
	Student Warm Ups	<ul style="list-style-type: none">• Pick 3 students from your group to deliver their planned warm ups• After the first warm up, go over the list of good leader attributes and ask them to think about these during the warm up• Use the traffic light evaluation• GREEN = Very Good, YELLOW = OK, RED = Need to improve in some areas• Get the next 2 students to deliver their warm up sessions• At the end of each warm up session complete the traffic light evaluation and ask the students to discuss what the leaders did well and what they could do to improve next time	Qualities of a Good Leader List Cones	<ul style="list-style-type: none">• Communication• Leading
	Example Session	<ul style="list-style-type: none">• Set up and deliver an example activity (Bench Ball)• Make sure you demonstrate	2 benches 1 set of bibs	<ul style="list-style-type: none">• Communication• Leading

		<ul style="list-style-type: none"> * Marking out your area * Selecting teams * Explaining rules * Show how the game works <ul style="list-style-type: none"> • Sit them down to discuss what you did to make sure the game was organised, run and officiated both quickly and safely 	1 netball or basketball	<ul style="list-style-type: none"> • The STEP Process
	Students Planning, Organisation and Delivery	<ul style="list-style-type: none"> • Split the group into pairs • Give each pair 1 of the activity cards • Get them to sit down, read and plan how they can deliver the activity (Go around each group to make sure they understand what they have to deliver and give them some help wherever needed) • Highlight that they need to concentrate on <ul style="list-style-type: none"> * Marking out the area/pitch (Show them on task card) * Getting equipment ready (Show them on task card) * Organising a large group into teams or small groups (give them some ideas on how to do this) • Give each pair a number from 1 to 5 and ask them to choose one of the pairs to deliver the task card to the rest of the group 	Students to source the equipment they require from the store	<ul style="list-style-type: none"> • Organisation • Planning • Leading • The STEP Process
	Activity Card Delivery	<ul style="list-style-type: none"> • Split the group into 5 smaller groups and give each group 1 of the activity cards • Ask Group 1 to deliver their activity card for a few minutes • After completion, introduce the STEP process • Ask them to think about the STEP process and how they could change the activity to make it harder or easier • Ask Group 2 to deliver their activity card and go through the STEP process as above • Continue until all 5 groups have delivered their activities (keep each activity to a maximum of 5 minutes) 	Session 2 Activity Cards The STEP Process	<ul style="list-style-type: none"> • Organisation • Planning • Leading • The STEP Process



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SESSION TWO: Step by Step Guide

13. Collect students from the bus bay and bring them to the sports hall
14. Split the class into three even groups (same groups as last time)
15. Go through the objectives of the session (Session 2 Objectives)
16. Pick 3 students from your group to deliver their planned warm ups:
 - * After the first warm up, go over the list of leadership skills/qualities & ask them to think about these during the warm up
 - * Use the traffic light evaluation
 - GREEN = Very Good
 - YELLOW = OK
 - RED = Need to improve in some areas
 - * Ask the next 2 students to deliver their warm up sessions
 - * At the end of each warm up session complete the traffic light evaluation. Ask the students to discuss what the leaders did well and what they could do to improve next time
17. Set up and deliver an example activity; Bench Ball. Make sure you demonstrate
 - * Marking out your area
 - * Selecting teams
 - * Explaining rules
 - * Using a demonstration to show how the game works
18. After your activity is completed, ask the students to discuss what you did to make sure the game was organised, run and officiated quickly and safely
19. Split the group into pairs
 - * Give each pair one of the activity cards
 - * Ask them to sit down and plan how they can deliver the activity
 - i. Go around each group to make sure they understand what they have to deliver and give them some help wherever needed
 - * Highlight that they need to concentrate on
 - Marking out the area/pitch (show them on task card)
 - Getting equipment ready (show them on task card)
 - Organising the large group into teams or small groups (give them some ideas)

- * Give each pair a number from 1 to 5 and ask them to choose one of the pairs to deliver the task card to the rest of the group

20. Ask Group 1 to deliver their task for a few minutes

21. When completed, introduce the STEP Process (resource card and hand out)

- * Ask them to think about the STEP process and how they could change the activity to make it harder or easier

22. Ask Group 2 to deliver their activity card and go through the STEP process as above

- * Continue until all 5 groups have delivered their activities
- * Keep each activity to a maximum of 5 minutes

23. Set up a game of Bench Ball and exaggerate high quality officiating.

24. Ask each student to complete a few minutes of officiating

- * Shadow the student and help them to officiate the game safely, fairly and confidently
 - i. Use of whistle
 - ii. Keeping up with play
 - iii. Being confident
 - iv. Explaining decisions
 - v. Being fair

25. Get the group in and recap on the STEP Process and how to officiate

26. Give out certificates

27. Select a Star Leader for the session and present a medal

28. Select a Star Official for the officiating and present a medal



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Session 2

Planning, Organisation and Delivery

- **Deliver the warm up session you have planned**
- **Understand the STEP Process**
- **Delivery an activity or game showing good leadership skills & attributes**
- **Successfully officiate a small sided game**



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Good Leader/Bad Leader Video

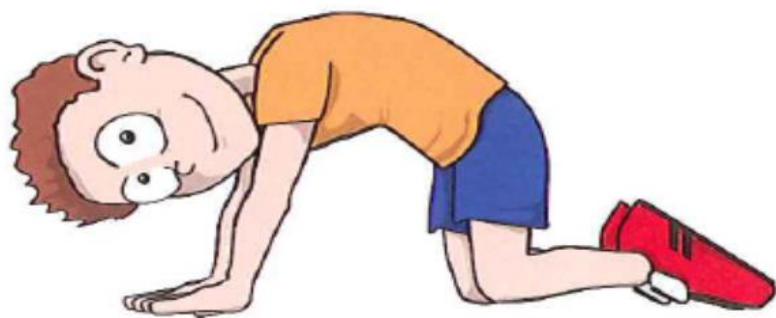
GOOD LEADER

https://www.youtube.com/watch?v=k9DFKvizV1w&feature=em-upload_owner

BAD LEADER

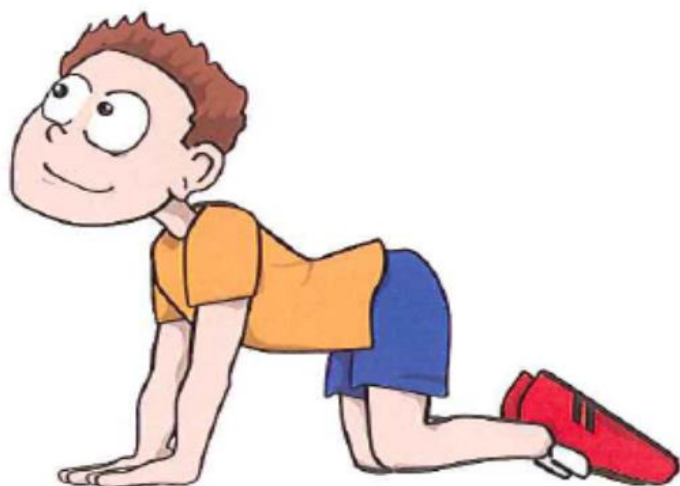
https://www.youtube.com/watch?v=MdZ-yG3rhh0&feature=em-upload_owner

1



BACK STRETCH

- Get onto hands and knees
- Push your back up towards the sky so that it makes an arched shape
- Gently make it flat again and then let your tummy curve down towards the floor so your back should now be arched in the opposite direction
- Do the movement slowly and gently
- Repeat 5 times.



2



SIDE STRETCH

- Stand with legs a little way apart
- Put one hand in the air and the other down by your side
- Gently reach up and over so that you can feel a stretch down your side
- Don't bounce – just stretch gently
- Try not to lean forwards, just sideways
- Hold for about 10 seconds and then do the same on the other side.



SHOULDER STRETCH

- Stand with your feet a little way apart
- Put both arms out in front of you
- Hold your hands
- Reach forwards so that you can feel a stretch across the top of your back and shoulders
- Keep your arms slightly bent – stretch from the shoulders, not the elbows
- Hold for 10 seconds.



STRETCH FOR THE FRONT LEG

- Stand on one leg
- Bend the other leg and hold onto your foot
- You should feel a stretch in the front of your bent leg
- Don't bounce
- Keep your knees together
- If you wobble then hold your ear with your other hand
- Hold for 10 seconds and then swap legs.



ARM STRETCH

- Stand with your feet a little way apart
- Put one hand in the air
- Bend your arm so that your hand goes down behind your back
- With your other hand, gently pull the bent arm so that you can feel a stretch
- Don't bounce
- Don't pull hard on your bent arm, just enough to feel a stretch
- Hold for 10 seconds, then change arms.



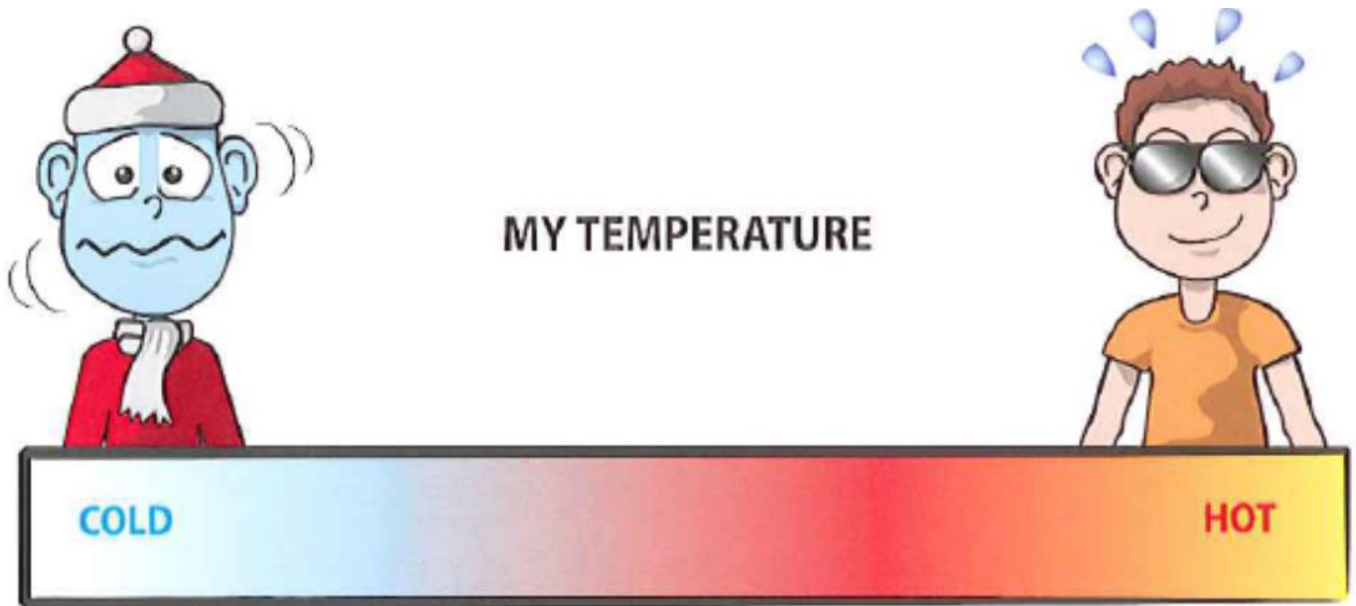
STRETCH FOR THE BACK LEG

- Stand with one foot in front of the other (making sure there is quite a big gap between them)
- Make sure both feet are facing forwards (don't let the toes on the back foot point sideways)
- Bend the front leg and keep the back heel on the floor
- You should feel a stretch in the back of your leg
- Don't bounce, just go as far as you can and hold it for 10 seconds
- Then change to put the other leg in front.

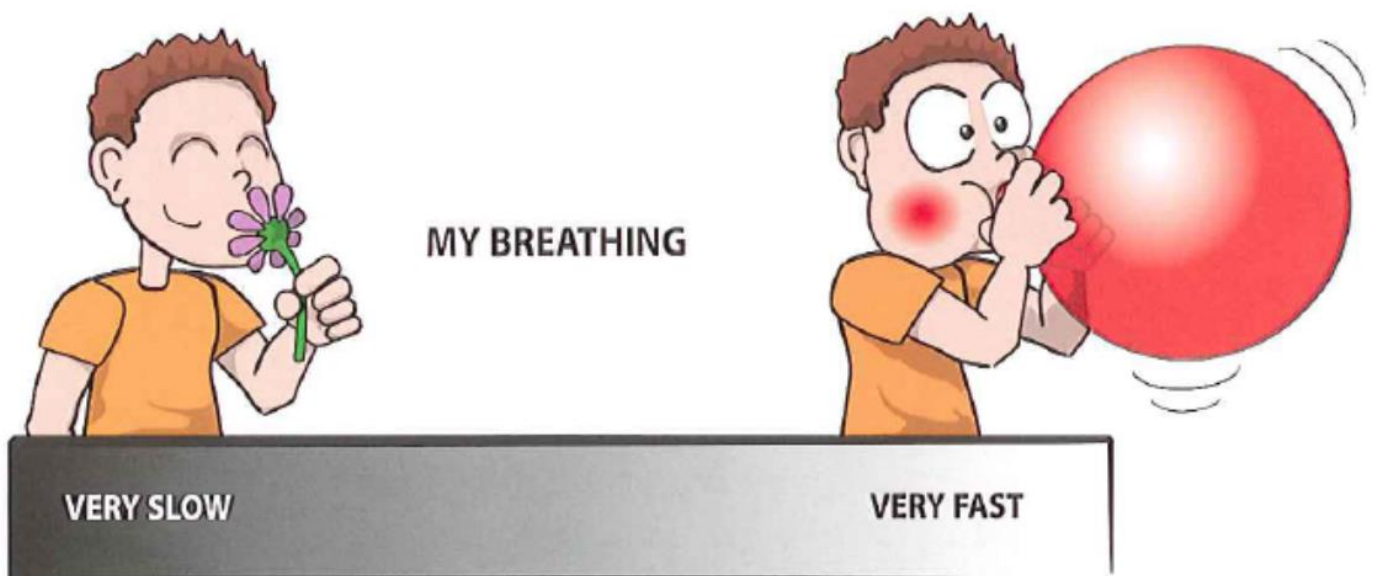


Warm Up Homework

Think of an activity that involves lots of movement and that will make your body hotter...



Make sure your activity gets everyone breathing faster and deeper...



GOOD LEADER



BAD LEADER



Inflexible

Disrespectful

Unsupportive

Unknowledgeable

Unfriendly

Uncooperative

Irresponsible

Unreliable

Unsafe

Un-enthusiastic

Shy

Disorganised

Supportive

Friendly

Cooperative

Knowledgeable

Adaptable

Respectful

Responsible

Reliable

Safe

Confident

Organised

Enthusiastic



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A Good Leader

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



11.



12.





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A Good Leader

1.	Confident	✓
2.	Organised	✓
3.	Enthusiastic	✓
4.	Responsible	✓
5.	Reliable	✓
6.	Safe	✓
7.	Knowledgeable	✓
8.	Adaptable	✓
9.	Respectful	✓
10.	Supportive	✓
11.	Friendly	✓
12.	Cooperative	✓

The **STEP** Principle



Is for SPACE. E.G. Changing the size of the playing area or distance between partners



Is for TASK. E.G. Introduce more rules or rotating roles within teams



Is for EQUIPMENT. E.G. Larger or smaller balls or bigger targets/goals



Is for PEOPLE. E.G. Overload team (4 v 3) or having groups of the same/different abilities



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Session 1 Activity Card - Rabbits

EQUIPMENT 4 Cones

20x20 Area

10 bibs

Whistle

ORGANISATION

Mark out a 20m x 20m area using the 4 cones

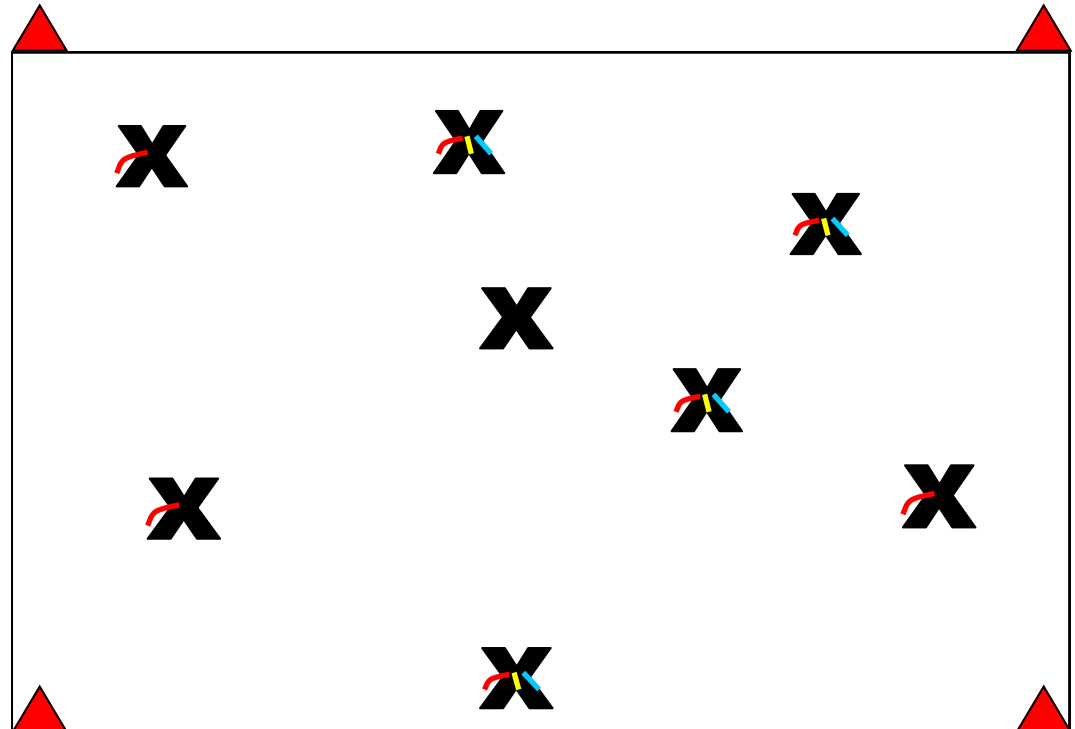
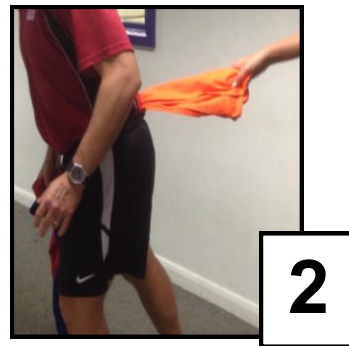
Give each person a bib

Ask each student to tuck the bib into the back of their shorts (rabbits tail)

Explain and demonstrate how the game works

RULES

- The game starts and stops on the whistle
- When the whistle sounds at the start, each person must try to catch as many rabbits tails as they can
- One bib can be caught at a time
- Students must stay within the coned area





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Session 2 Activity Card - Domes and Dishes

EQUIPMENT 4 Cones

ORGANISATION

Mark out a pitch

Place the cones within the pitch area; half facing up the normal way (domes) and half upside down (dishes)

Split the group into 2 teams; one are domes and the other are dishes

Put each team at opposite ends of the pitch



SAFETY

others
clashing heads
the cones

Make sure the students are aware of
around them so they avoid
when trying to turn over

HOW TO PLAY

must

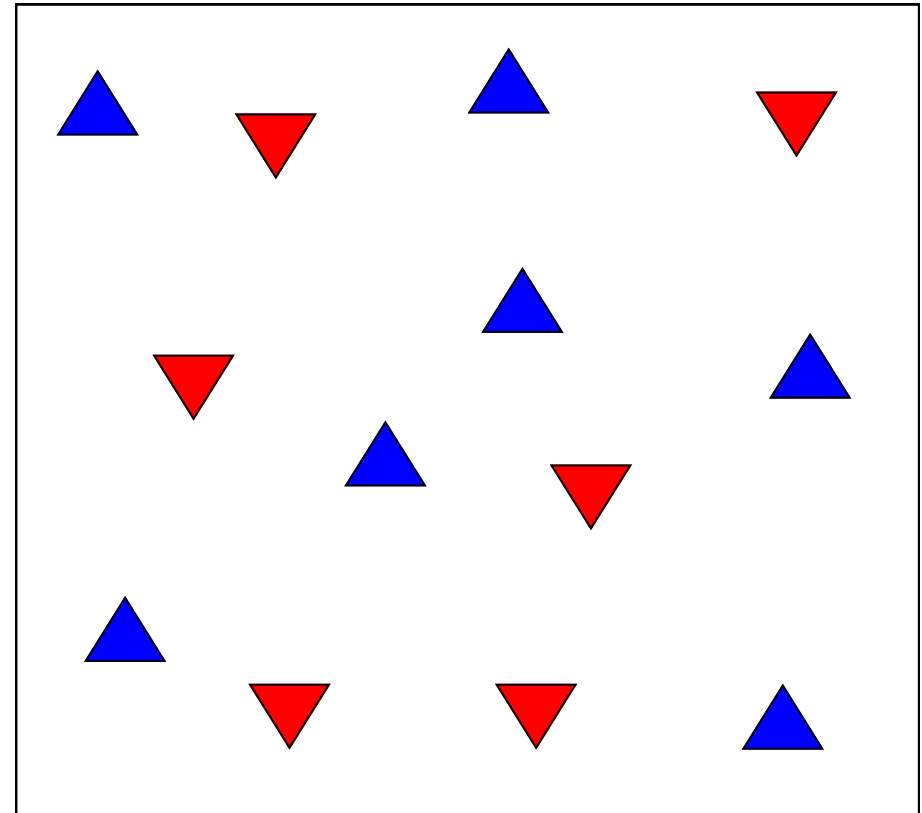
At the command to start, the teams
try and upturn the opposing teams

X

X

X

X



X

X

X

X



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Session 2 Activity Card - 7 v 3

EQUIPMENT Cones

7 bibs

Basketball/Football

SAFETY
have

Make sure players do not tackle or
contact with each other

ORGANISATION

Mark out a pitch

Split the group into an attacking team of 7 and a
defending team of 3

Give the 7 attackers bibs and ask them to stand
around the outside of the pitch

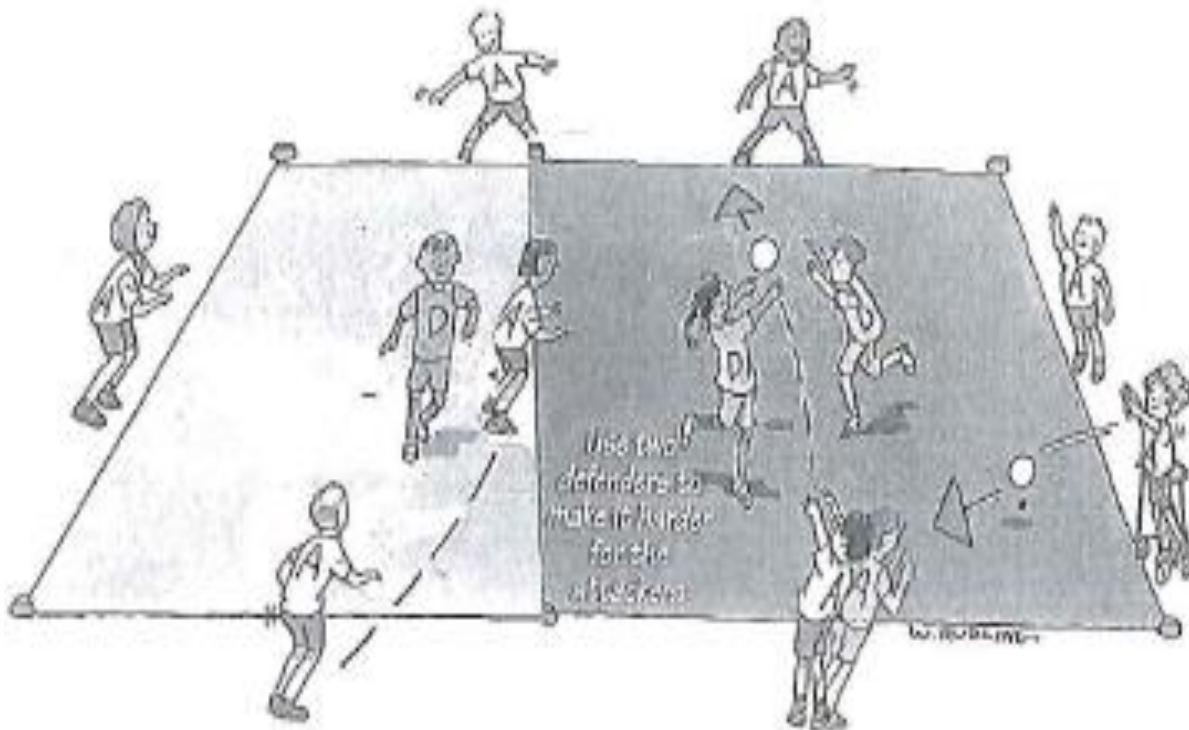
HOW TO PLAY

The attackers must pass the ball between
themselves 10 times to score a goal

Players are not allowed to run with the ball

The defending players must try to intercept the ball; if
they succeed the count of passes is reset to zero

Swap the 3 defenders when 10 consecutive passes
have been made





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Session 2 Activity Card - Hoop Ball

EQUIPMENT Cones

Set of bibs

Basketball/Football

6 hoops

SAFETY

have

Make sure players do not tackle or contact with each other

ORGANISATION

Mark out a pitch and place 3 hoops at opposite ends

Split the group into 2 teams

Give one team a set of bibs

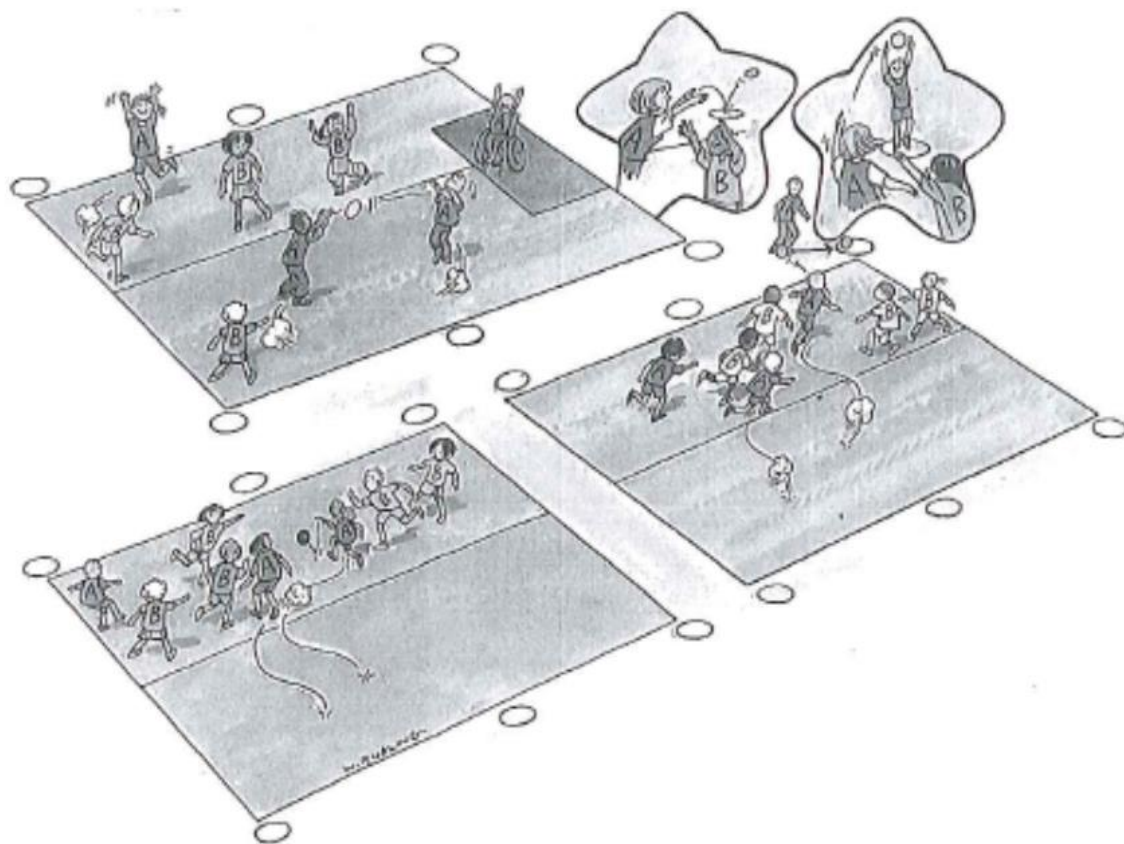
HOW TO PLAY

Players must pass the ball between themselves

Players are not allowed to run with the ball

The ball can be intercepted, but no contact or tackling is allowed!

To score, the ball must be bounced in one of the opponents hoops





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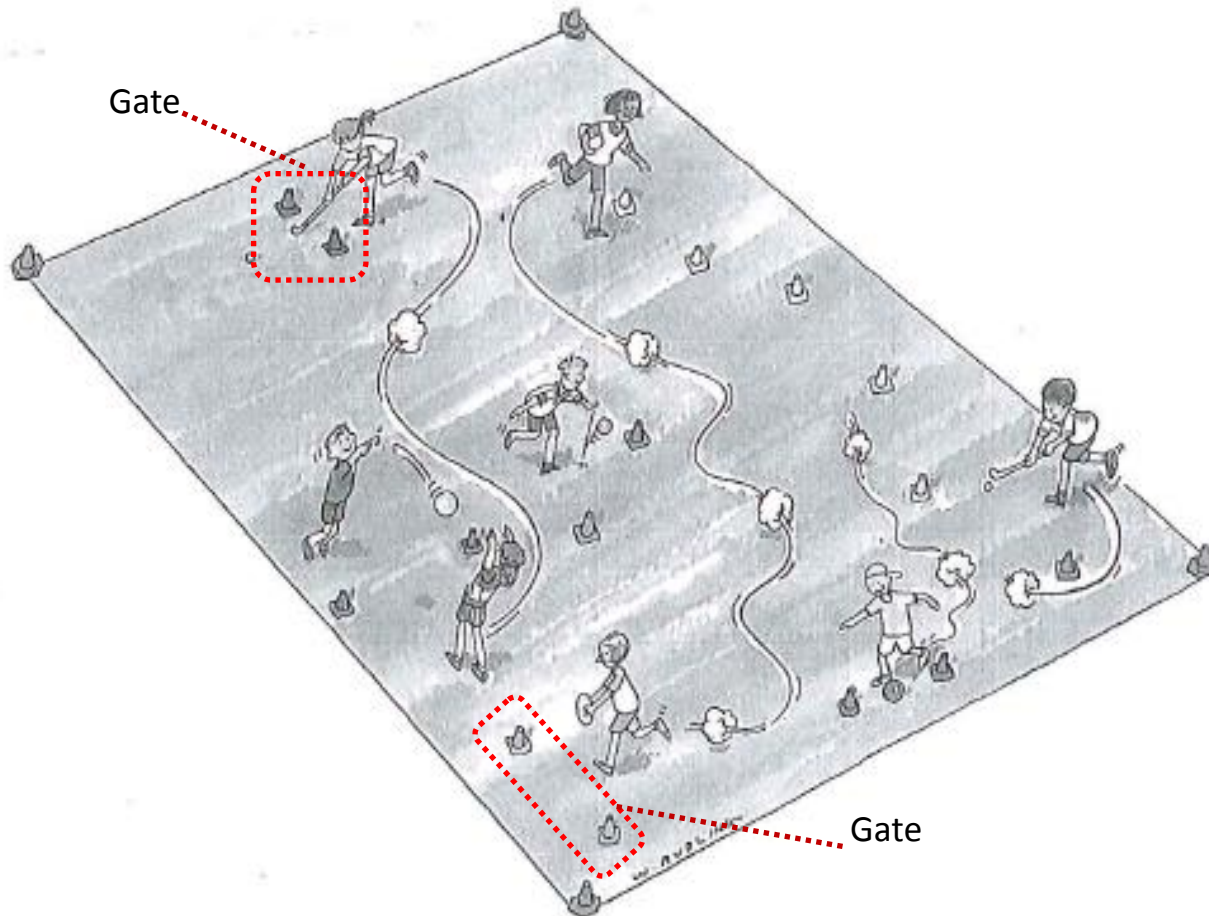
Session 2 Activity Card - The Gate Game

EQUIPMENT Cones

SAFETY

running

Make sure players look around them as they are around to avoid collisions



ORGANISATION

Mark out a large rectangle

Place 10 coloured gates randomly around the area (use 2 cones for each gate)

Students must start the game inside a gate but only 1 student in each gate

HOW TO PLAY

Students must run through as many gates as possible in 45 seconds

Only 1 student can run through a gate at a time

Students must run through all of the gates before they can run through again

Students must count how many gates they have run through

The player who has run through the most gates is the winner



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Session 2 Activity Card - Roller Ball

EQUIPMENT Cones

Set of bibs

Basketball/Football

SAFETY
running

Make sure players look around them as they are
around and rolling the ball to avoid collisions

ORGANISATION

Mark out a pitch

Place a goal at opposite ends of the pitch

Split the group into 2 teams

There are no goalkeepers

HOW TO PLAY

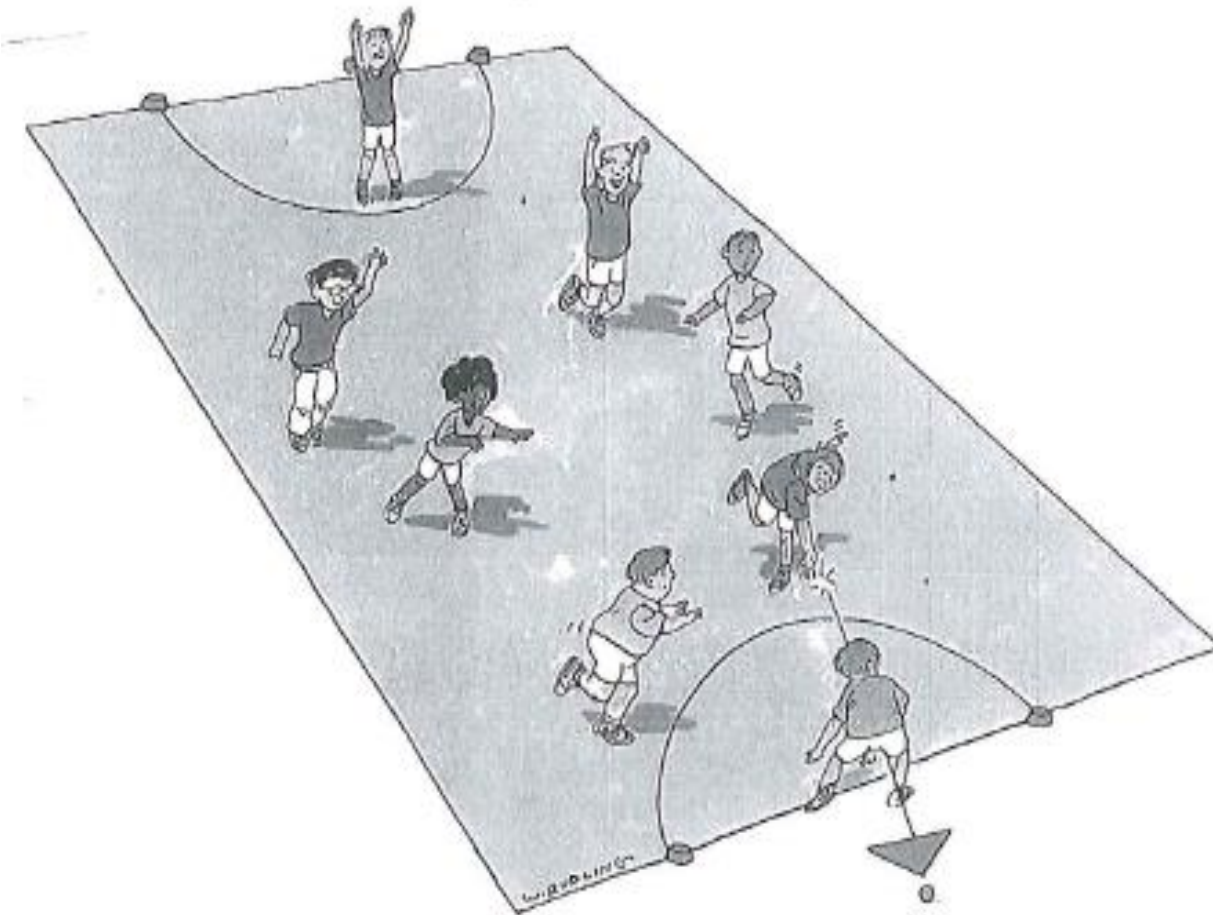
Players must pass the ball between each other

To score a goal, the ball is to be rolled along the floor

Players are not allowed to run with the ball

The ball can be intercepted, but no contact or tackling
is allowed

Players must not use their feet to stop the ball





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KS2 Junior Leadership Award

To certify that

has successfully completed the PSSP KS2 Junior Leadership Award

and has taken part in the following workshops

Practical Leadership ☒

The STEP Process ☒

Officiating Games ☒

Awarded by *HD Turner* Mr H Turner (PSSP Leadership & Volunteering Coordinator)



Youth Sport Trust

Lighting the torch for tomorrow

Young Ambassadors