

Follow the Leader

In groups of five or six, appoint one leader. The leader can take the rest of the group anywhere in the working space and can use any means to travel, for example, walk, skip, jump, hop.

After 30 seconds, swap leaders until everyone has had a turn.

Teaching point

Gather the group around and ask:

When you were the leader, what did you have to do?

Answers should include:

- ★ Decide what movement to do.
- ★ Demonstrate the movement.
- ★ Choose where to go in the space.
- ★ Make sure your group didn't crash in to another group.
- ★ Check that the rest of the group were following.

You can continue this line of questioning by asking:

What might have happened if you hadn't done one of the things above. For example, not demonstrated the movement or not made sure a group didn't crash into another group?

Answers may include:

- ★ Followers might not have understood and not know what to do.
- ★ We'd have crashed into another group and it wouldn't have been safe.
- ★ The rest of the group might not have been following or doing the right movements.
- ★ It wouldn't have been fun.

Extension activity

Note down on the board the main leadership skill words that have been mentioned during this discussion. These will probably include:

- ★ Demonstration
- ★ Safety
- ★ Fun
- ★ Watching to check everyone was doing the right thing
- ★ Making decisions

Explain and expand upon these words so that all learners can see why each one is important for all leaders in all leadership situations.

Linking with the home

- ★ Are there any occasions where you have used any of these leadership skills at home? When? How?
- ★ Can you think of any times you might be able to use these leadership skills in the future? What are they?



Ask learners to complete:

Learner Worksheet 1 - A good leader should...

They must write down as many words as they can think of that a good leader should try to be or do if they are to lead successfully.

Learners can feedback to the whole group and you can record their words on the board.

Explain words as necessary to ensure that everyone understands their relevance.

Make sure that all learners know that the words on the board are intended to help them understand what a leader needs to try to work towards. It is not expected that all learners will be/do these things all the time!

Teaching point

This activity will encourage your learners to think about what it means to be the leader, what they have to do when they led others and how a certain responsibility comes with being the leader.

Extension activity

Make a poster to show the main skills that a leader needs.

Linking with the home

- ★ Are there any times at home that you use any of the skills that we have been discussing? When? How?
- ★ Can you think how these leadership skills might be useful in later life?



Ask learners if there are any ways of getting into groups or teams which they are already familiar with.

- ★ What happens in their PE lessons, at playtime, or at their sports club?
- ★ Do they have an issue or foresee any problems with any of the ways mentioned?

Tutor Resource 2 describes different ways to get participants into groups or teams. You could:

- ★ **Discuss** the different ways with your learners.
- ★ **Demonstrate** a few different ways so your learners can see them in action.
- ★ **Allocate** a different method to each learner/pair and give everyone a go at using their method to put the whole group into teams.
- ★ **Demonstrate a poor method** (such as allowing team captains to pick) in order to then discuss how that made everyone feel - only do this if you feel it is appropriate for your group.

Teaching point

Tell learners that getting participants into groups or teams should:

- ★ Be fast.
- ★ Be simple.
- ★ Not make anyone feel bad.
- ★ Result in groups of the correct number for the activity.
- ★ Result in groups of randomly mixed ability/teams that are fair.

Extension activity

Allocate a method to each learner/pair/small group and ask them to create a poster that explains 'their' method. They can use diagrams, pictures, bullet points and so on, as long as it is clear and easy to understand. Stick each poster around the gym/sports hall so that learners can use them as an aide memoire during subsequent sessions.

Linking with the home

Do you ever get into teams when you're playing at home? Maybe you can practice using different ways and find out which you think is the best.



Set up a basic tag game.

Start with as large a group as you can but with only one tagger. Then split into smaller groups of approximately eight to 10 with four taggers per game.

Ask learners:

- ★ What was wrong with the first game?
- ★ What was wrong with the second game?
- ★ What do they think the perfect number of taggers to players is?

Play again with the numbers as suggested by the learners. Is it better? Why?

Teaching points

Learners should realise that the decisions they make regarding team sizes will have a huge impact on the participant's enjoyment of the game and the amount they achieve.

Group sizes can also have an effect on the safety of the activity.



How to play a basic tag game

Tag games, also known as tig, involve one or more players as a 'tagger'. These players attempt to tag (lightly tap on the arm, shoulder or back) the players that are not 'taggers'. There are generally three outcomes from a player being tagged, these being:

1. A tagged player becomes a 'tagger'.
2. A tagged player has to do a forfeit or challenge before returning to the game.
3. A tagged player has to stop at the point of the tag and adopt a position. Another player, who has not been tagged, can perform an action to free the player who has been tagged.

Tag games include:

- ★ **Scarecrow tag** - players adopt a scarecrow stance when tagged. Tagged players can be freed by another player running under their arms.
- ★ **Tunnel tag** - player stand with their feet wide apart when tagged. Tagged players can be freed by another player crawling through their legs.
- ★ **Chair tag** - tagged players become part of a chain to tag other players.
- ★ **Freeze tag** - players freeze in position when tagged.
- ★ **Helicopter tag** - tagged players have to run to a pre-defined area and perform a helicopter landing before returning to play.
- ★ **You are it** - a tagged player becomes the tagger.

Tag games are usually never-ending, so it is best to play them for a set period of time, say for two minutes, and change the taggers at the end of each time period.

Set up a basic invasion game.

Play with the sides as large as possible. Then split into smaller sides and play two different games in two different areas. Split the teams down again into smaller sides. Keep splitting until learners are playing two vs two.

Ask learners:

- ★ In the first/second/third game:
 - ★ Did they feel they were an important part of the team?
 - ★ How often did they touch the ball?
 - ★ Did they feel motivated?
 - ★ Did they have fun?
- ★ What do they think is the best number of players?
- ★ Would that always be the case?
- ★ Under what circumstances might the optimum number change?

Teaching points

Learners should realise that the decisions they make regarding team sizes will have a huge impact on the participant's enjoyment of the game and the amount they achieve.

Group sizes can also have an effect on the safety of the activity.

What is an invasion game?

An invasion game is any game where a goal, net or area is being defended. The best examples of invasion games are:

- ★ Hockey
- ★ Netball
- ★ Basketball
- ★ Tag rugby



Set up a simple relay race with four per team.

The format of the relay race isn't that important, but make it a bit more involved than just a straight 'up and down' race so that the others in the team have to do a bit of waiting for their turn. Examples of relay races are available in [Tutor Resource 3](#).

Run the relay race and then ask learners:

- ★ Was everyone fully involved (they'll probably say 'yes').
- ★ Was there any standing around and waiting (they'll probably say 'a bit but not much').
- ★ Could anything be done to the teams to make everyone more involved and give less standing around waiting?

Hopefully someone will suggest making the teams smaller. Divide the teams into pairs and run the race again. Was everyone more involved? Was there less standing and waiting?

Teaching point

Encourage learners to always use the smallest numbers that equipment will allow when they are leading things like relay races - this will ensure maximum involvement and the least amount of standing and waiting (and possibly getting cold and potentially messing about!)

Extension activity

Learners could devise their own relay races and aim to make them as inclusive as possible.



Set up a simple rounders game.

Play until everyone on the batting team has had a go at batting. Ask:

- ★ Was everyone fully involved? (they might well say 'not really').
- ★ Was there any standing around and waiting? (they will probably say 'yes').
- ★ Can anyone think of a way to change the game so that everyone is more involved?

There are several variations on rounders that aim to make it more inclusive, these include:

- ★ **Pairs rounders** – everyone (batters and fielders alike) must join hands with another player on their team. They must stay joined at all times throughout the game.
- ★ **Caterpillar rounders** – the whole of the batting team must run round the bases/to a given point and back every time someone bats. The fielding team must pass the ball from base 1 to 2 to 3 to 4 faster than the 'caterpillar' can get back 'home'.
- ★ **Scatterball** – the bowler bowls three/four balls in succession. No one (on either team) can move until the last of the balls is hit. The fielding team must collect all the balls and return them to the bowler faster than the batting team can all run round the bases/to a given point and back.

Play one (or more) of these versions of rounders and then discuss with the learners:

- ★ Was there less standing around and waiting?
- ★ Were they more involved?
- ★ Was it more fun?

Teaching point

Hopefully learners are starting to see that activities which often involve a bit of standing around can be made more inclusive and active by making a few small changes. Encourage learners to bear this in mind when they lead to ensure maximum involvement at all times.

How to play a basic rounders game

Rounders is a team sport played on a 'diamond' style pitch. The 'diamond' is made up of five points, one being the batting box and the other four being the posts. There is a bowling box in the centre of the 'diamond' and a backstop box outside the 'diamond' and behind the batting box.

The very basic rules of rounders are:

- ★ Split the group in to two teams. One team bats while the other team fields and bowls.
- ★ Players on the fielding team need to spread themselves around the area of the 'diamond'.
- ★ Players on the batting team that are not currently batting need to stand in a safe place outside the diamond and behind the line of the batting box.
- ★ The bowler bowls the ball to the batter who hits the ball anywhere on the rounders pitch. The batter then runs to as many posts as possible before the fielders return the ball to touch the post the batter is heading for.
- ★ If the batter reaches the second or third post in one hit, the batting team scores $\frac{1}{2}$ a rounder. If the batter reaches fourth post in one hit, the batting team scores a rounder.
- ★ A batter can be out if the fielding team catch the ball hit by the batter before it touches the ground or by touching the post the batter is heading to with the ball before the batter reaches it.
- ★ Once the batting team's players are all out, or they have a set number of players out (usually three outs), the batting team and the bowling team switch over.

The rounders game can be modified for many sports to become football/tennis/cricket rounders, as well as many other games.

Chain Tag

This is a basic tag game except when you get tagged you join hands with the tagger. Once a chain of four has been formed you can separate into two pairs and continue to tag participants. The last person not tagged is the winner.

Play this game over the largest area you can (go outside if possible) and start with only one tagger.

Ask learners:

- ★ Was the game exciting?
- ★ Was the game fun?
- ★ How could it be made more fun and exciting?

Hopefully your learners will realise that the game was played over too large an area with too few taggers so it wasn't particularly exciting or fun. They may suggest changing the area and/or the number of taggers.

Play again, this time in a small area with more taggers. You can use an area that is far too small in order to emphasise your point but be aware of any safety concerns if you do this.

Discuss with learners if this game was more successful. If not, why not? What do your learners think is the most suitable area/number of taggers? How could they mark out an area if necessary?

Teaching points

Encourage learners to always think about the size of the group and the size of the area.

Reassure learners that they can always stop an activity to make changes - just because it starts off a certain way doesn't mean it has to stay that way if it's not working as well as it could.



It's a long shot

Put learners into pairs with one ball between two. Tell them they are going to do a basic passing drill with the winning pair being the first to make five successful passes.

Ask learners:

- ★ Can anyone suggest the best way for the group to stand to do the passing drill?

Hopefully someone will realise that standing in two lines, opposite each other is the most safe and sensible way to stand.

Stand pairs in two lines about five metres apart and start the 'race'. As soon as the first pair make five passes they shout out and the game stops. Everyone must take two steps backwards and the race starts again. The first pair to five passes shouts out, everyone stops and takes two steps out and the race starts again. Continue until the two lines are a long way apart and struggling to make the ball reach.

Ask learners:

- ★ What is the problem with the activity?
 - ★ They should realise that the lines are now too far apart for the game to be successful.
 - ★ They might realise that some pairs have been struggling for most of the activity as everyone is working to the fastest/winning pair rather than at their own level.
- ★ Where do they think is the best distance apart to be?
 - ★ Are there lots of different ideas on the best distance?
 - ★ Why might that be?
- ★ What are the implications of this when they lead others?
 - ★ Maybe they should let participants choose their own distance.
 - ★ Or only take one step out at a time.
 - ★ And each pair only step apart once they personally have reached five passes.

Teaching points

Learners should understand that they have to choose the right area for the activity but that sometimes different participants might need different areas to each other as well. This is differentiation at its most basic. We would not expect your learners to worry about the word or concept of differentiation at this level. However, it is useful for learners to realise that not everyone is capable of achieving the same as everyone else and that there may be very simple ways to change the rules, area or equipment to help all participants achieve.

What is a passing drill?

A passing drill gives player the chance to improve their passing skills by practicing the passing technique. Passing drills are used in most team sports that use a ball, for example, football, rugby, netball, basketball, amongst others.

A typical basic passing drill will involve players being put into pairs with a ball between two. Pairs are then asked to pass the ball to each other to achieve a particular passing technique outcome. More complex passing drills, generally involving movement and opposition, are introduced once the basic technique of passing outcome is achieved.



Pass and score

Put learners into pairs and set up a simple invasion type game playing two vs two.

Teams score by making five successful passes. Once a team have scored the other team start off with the ball. You can include whatever rules you like regarding moving with the ball, contact and so on. However, all the games will happen at the same time in the same working area without any boundaries between games.

Play for a short time (being aware that this activity includes some safety issues) and then ask learners:

- ★ Was the game safe?
- ★ Was it fun?
- ★ Was it enjoyable?
- ★ Could they achieve what they were supposed to achieve?

Learners will probably conclude that the game wasn't safe or fun and that it was very difficult to make five passes.

Ask learners to make suggestions to improve the activity.

Ideas they suggest may include:

- ★ Splitting the space into smaller areas with one game per area.
- ★ Having less participants playing at any one time.
- ★ Making the teams larger so there are less balls flying around.

Try one/some of the leaders ideas out and discuss the pros and cons of each idea you try.

Extension activity

Once learners have discussed the pros and cons of each idea they could create a general 'rule of thumb' for this type of activity. Learners could create a resource which lists the ideal space for different sized groups for different activities. They can then use this to refer to whenever they are planning or leading in this environment.

What is an invasion game?

An invasion game is any game where a goal, net or area is being defended. The best examples of invasion games are:

- ★ Hockey
- ★ Netball
- ★ Basketball
- ★ Tag rugby



Recognising communication

Run a warm up and try to include as many different methods of communicating as possible. You might want to include:

- ★ Giving instructions
- ★ Shouting/voice projection
- ★ Demonstrating
- ★ Using a whistle
- ★ Using signals and gestures
- ★ Asking questions (and listening to the answers!)
- ★ Positioning
- ★ Body language

After the warm up ask learners:

- ★ Did they notice you doing any of these things?
- ★ Why did you use these different methods to communicate?
- ★ What effect did they have?
- ★ Are there any other methods of communicating as a leader that learners can think of?
 - ★ You might want to mention tone of voice, choice of language and so on.

Teaching points

Help learners realise that it is the mixture of all the different types of communication that add up to effective communication. That no one method on its own can be as successful as a range of methods used at different times in different ways.



Alien invasion

Put learners into pairs and label them 'A' and 'B'.

'A's choose one skill from the list below (or you can add your own) to teach to their partner:

- ★ How to tie a shoelace.
- ★ How to plait hair.
- ★ How to draw a house.
- ★ How to juggle with three tennis balls.
- ★ How to dance the birdie song.
- ★ How to do a forwards roll.

'B's are going to pretend to be aliens from another planet who have never seen a shoe lace/hair/a house and so on before and how no idea how to do any of the things on the list.

Only once 'A's have picked, and are ready to teach, do you tell them that they are **only allowed to use words** to teach their partner - they **cannot use any demonstration** at all at any time.

After 'A's have tried to teach 'B's, swap round so 'B's become the teacher. They must pick a different skill from the list to teach to 'A'. Again, 'A's have to pretend they don't know what to do but this time 'B's **can use demonstration but must not talk**. They must teach in complete silence.

At the end of the task discuss with the group:

- ★ What was hard?
- ★ What was easy?
- ★ What they learnt?
- ★ Why what they have done is relevant to them when they lead an activity?

Note - the most difficult aspect of this activity is for the person being taught to pretend they don't know what they are doing. Learners often struggle to 'forget' their prior knowledge and a fairly vague instruction such as 'put that lace over the other one' somehow ends up in a perfectly tied shoelace. Try to encourage the idea of being an alien and not 'helping out' their partner too much!

Teaching points

This activity shows the importance of giving clear instructions and using demonstration, and that the most effective way to communicate is to use a mixture of the two.



A relay race is a great activity for your learners to understand and feel comfortable leading.

Relay races can be adapted in many ways. They can be used inside or outside with as few/many participants as there are and as much/little/no equipment as is available.

In pairs, give learners the opportunity to devise their own relay race. They can then lead the rest of the group; making sure they use instructions that are clear and accurate and that a demonstration is employed to back up their verbal communication.

You can support this activity as much/little as your learners need. Pre-prepared relay races are available on [Tutor Resource 3](#) if you feel this is more appropriate.

Teaching point

Encourage learners to think about how they are communicating to others.

Learners should:

- ★ Give instructions that are clear and accurate.
- ★ Use a demonstration to support verbal communication as necessary.
- ★ Stand so that they can be seen and heard when leading.

Extension activity

Can learners create their own relay races? Work in pairs or small groups to create a new and exciting relay race.

Learners can create posters or relay race cards to add to their activity toolkit so that others can use their races when they lead.

Links with the home

Can you set up weird and wonderful relay races at home for your family and friends? Can you use everyday items and toys? And race in the garden, at a local park, or even around the house as long as the house owner allows it?



Traffic Lights

Learners can practice giving instructions that are loud and clear by taking on the role of ‘caller’ in games such as traffic lights.

Learners move around the working area as instructed by the caller (jogging, skipping, jumping and so on). The caller shouts a command and the learners must all do the relevant actions.

- ★ **Red - stop and stand still.**
- ★ **Amber - sit down.**
- ★ **Green - run around.**
- ★ **Reverse - walk backwards.**
- ★ **Speed bumps - jumping.**
- ★ **Traffic jam - line up one behind the other.**
- ★ **Roundabout - get in a circle.**
- ★ **Taxi - piggy back.**
- ★ **Zebra crossing - lay down, arms and legs stretched.**

There are many different variations on this activity, including beans and north, south, east and west (port and starboard). The theme of the game doesn't matter as much as your learners having the opportunity to shout the instructions.

Teaching point

Encourage learners to think about how they are communicating to others.

Learners should:

- ★ Give instructions that are clear and accurate.
- ★ Use a demonstration to support verbal communication as necessary.
- ★ Stand so that they can be seen and heard when leading.

Extension activity

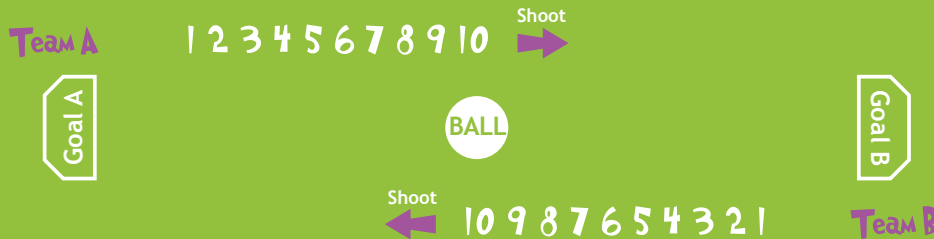
Learners can create their own version of this activity. They might be given, or choose for themselves, a specific theme around which to base their commands and actions. For example; sports, farmyard, space travel, and so on.



Numbers

Split the group into two teams of equal numbers and give one team bibs to wear.

Give a number to everyone on Team A (1-10 for example) and then number Team B in the same way. Stand each team along the side of the court as shown in the diagram.



Shout out two or three numbers. The numbers called must run into the centre of the court to get the ball and then try to score in their goal. Play until a goal is scored or for a set time (one minute perhaps). Then the players return to their line and new numbers are shouted.

Start the game with a netball in the middle and play to basic netball rules (maybe with a hoop to score into). After a few minutes change the game to football and score between cones or against a bench. Then change it to basketball, rugby, hockey (equipment dependant) and so on.

Ask learners:

- ★ What did they notice about the game?
 - ★ Hopefully they will have realised that it is basically the same game, but changing the equipment and some rules changes the focus and in most cases the skills needed.
- ★ Can learners suggest any other ways they could change the game by changing the equipment? How about using bean bags or tennis balls?

Teaching points

Learners should see from this activity that it is possible to change a game incrementally, by altering the equipment and maybe one or two simple rules. As leaders it will be the ability to understand this process and the confidence to alter activities in this way which will give them the greatest possible range of activities available.

Extension activity

Can your learners think of any other games or activities like the one above that can be altered by changing the equipment and focus, whilst remaining essentially the same activity?

Maybe you can play it to see how it works.



Goalie

All players stand in a circle facing inwards with their legs wide open and their feet touching the feet either side of them.

Keeping one hand behind their back, players must bend over and guard the space between their legs with their free hand. Start with one sponge or poly ball and roll it towards a player's 'goal'. The aim of the game is for players to stop the ball going through their legs using their hand as a goalkeeper.

If the ball goes through their legs they must sit down. Players who are 'out' can still play by trying to roll the ball through other player's goals.

The ball must stay on the floor; players can only use one hand as their 'goalie' and they must keep their legs open wide. The winner is the last person still standing.

After everyone has got the hang of the game, introduce another ball, then another and so on. Try to use a variety of shapes and sizes when you introduce new balls.

Ask learners:

- ★ What affect did the different balls have?
- ★ Were some easier to stop than others?
- ★ Did more equipment make the game more challenging?
- ★ Were any balls less safe than others? Why?
- ★ Can they think of any other ways the game can be made easier or harder?

Teaching points

Learners should realise that:

- ★ More balls made the game more exciting and faster.
- ★ Smaller balls are harder to stop.
- ★ The more balls the harder the game becomes.
- ★ Soft balls are safer than hard balls.



Set up a basic rounders type game.

Make sure the batting team have a variety of striking equipment to choose from and the fielding team have several different types of ball to use.

Allow players to experiment with the different bats and balls to see:

- ★ Which are easiest to achieve success with?
- ★ Which are most difficult to achieve success with?
- ★ Which are the best/worst combinations of bats and balls?

Teaching points

The activity above is really important in helping your learners understand how different equipment can affect success levels and consequently enjoyment levels.

If learners can provide participants with a range of equipment and encourage players to pick the equipment that best suits their ability, they will in turn help participants to achieve and enjoy taking part in physical activity.

How to play a basic rounders game

Rounders is a team sport played on a 'diamond' style pitch. The 'diamond' is made up of five points, one being the batting box and the other four being the posts. There is a bowling box in the centre of the 'diamond' and a backstop box outside the 'diamond and behind the batting box.

The very basic rules of rounders are:

- ★ Split the group in to two teams. One team bats while the other team fields and bowls.
- ★ Players on the fielding team need to spread themselves around the area of the 'diamond'.
- ★ Players on the batting team that are not currently batting need to stand in a safe place outside the diamond and behind the line of the batting box.
- ★ The bowler bowls the ball to the batter who hits the ball anywhere on the rounders pitch. The batter then runs to as many posts as possible before the fielders return the ball to touch the post the batter is heading for.
- ★ If the batter reaches the second or third post in one hit, the batting team scores ½ a rounder. If the batter reaches fourth post in one hit, the batting team scores a rounder.
- ★ A batter can be out if the fielding team catch the ball hit by the batter before it touches the ground or by touching the post the batter is heading to with the ball before the batter reaches it.
- ★ Once the batting team's players are all out, or they have a set number of players out (usually three outs), the batting team and the bowling team switch over.

The rounders game can be modified for many sports to become football/tennis/cricket rounders, as well as many other games.