

## THEME

Contributing and  
Influencing

## SUB THEMES

Planning to Lead  
Leading in Action

## Overview

In this activity Participants experience physical activities and/or games that would be appropriate for them to lead.

Participants plan for and lead a physical activity experience for peers or younger students as a single activity or a session of several activities.

If the context is a school, this may occur during lunchtime as a Physical Activity Leader (PAL) or as part of a physical education programme.

## Leading Physical Activity in the Playground 2

### Knowledge and skills

Knowledge of group and games and activities, leadership roles, planning and organising three or more activities, leadership methods, applying strategies, reflecting and evaluating, time management.

### Resources

- Leader Journal template for reflecting on the leadership experience
- Sample of suggested games and equipment for each game or activity

Other games and activities available from SPARC ([www.sparc.org.nz](http://www.sparc.org.nz)) include *KiwiDex*, *Developing Fundamental Movement Skills*, ideas from *Get Started in the Active School* toolkit, and the Push Play Action Packs.

### STEP 1

The Facilitator introduces the value of playing games for personal and skills development and health.

### STEP 2

Participants are facilitated to play a range of games that are appropriate for them to lead.

Some fitness activities may also be appropriate. Questions that could be asked include:

- What did you find the most challenging in that game?
- How could you change/adapt the game so that it applies to a sport you like to play?
- How could you play this game better?

### STEP 3

Participants practise leading these games with other Participants (peers). The Facilitator observes and gives feedback to enhance learning. Participants are encouraged to provide peer feedback as this encourages them to observe each other critically.

### STEP 4

Using knowledge and tools on communication in the ThinkTank, the Facilitator leads a discussion on the communication involved in leading a physical activity session.

### STEP 5

The session each Participant will be leading is planned in terms of time allocated. How long will each activity take?

### STEP 6

Each leader is allocated a small group e.g. six children, to lead their game or physical activity.

If the sessions are part of a structured learning/coaching programme, the small groups may rotate to two or three stations where different leaders lead the sessions.

If the sessions are in the lunchtime, a more flexible approach may be appropriate and one or two games may be led in a section of the playground by two leaders each lunchtime.

### STEP 7

Participants as leaders lead the activity or session of activities.

A session could be approximately 45-60 minutes and include three games.

### STEP 8

Reflection and evaluation. The leader writes a response to each activity in their Leader Journal template.



## WALL DODGE BALL

### OBJECTS USED

10 cones

12-16 soft and bouncy balls. For example, PU covered foam balls

### DESCRIPTION

Divide the group into two teams; one team are the throwers and the other team are the dodgers.

On 'GO' the throwers attempt to hit the dodgers using the balls. The balls must hit the dodgers below the waist to be deemed 'out'; any ball that hits a dodger above the waist will not be deemed out.

Dodgers who are hit below the waist join the throwers. If a dodger catches a ball on the full, that thrower becomes a dodger.

Balls may be retrieved that have fallen out of the boundary, but cannot be thrown until the retriever is behind the throwing line.

After a designated amount of time (e.g. 3 to 5 minutes) if there are still dodgers, the Facilitator will give a call to the throwers to move forward to the next throwing line.

Switch teams over after a set amount of time or until there are no more dodgers or throwers.

### ALTERNATIVES

Use more or fewer balls for throwing.

Balls that rebound off the wall and hit a dodger will count.

### OBJECTS USED

One balloon per person

One piece of string per person

Cones – to mark out the area in which you want the players

### DESCRIPTION

Players blow up a balloon and tie it to their shoe/shoe lace.

The aim is to pop as many balloons tied to other people as they can while trying not to get their own balloon popped.

If their balloon gets popped they are still able to pop other people's balloons.

### ALTERNATIVES

Tie two balloons onto shoe laces – one to each foot and try to pop them both.

Call out colours of balloons – everyone has to pop the colour that is called out.

Start with walking only, progress to running, hopping etc.

### SAMPLE DEBRIEF QUESTIONS

What tactical skills did you use in that activity to ensure your balloon was not popped?

## BALLOON FEET



## SAMURAI SOLDIER

### OBJECTS USED

5 hoops – one for each team and one in the middle (Samurai pit)  
2 boppers (for example, swimming pool noodle cut in half)  
20 + bean bags/toy

### DESCRIPTION

The objective of the game is for teams to take as many bean bags as they can from the Samurai without getting hit with the bopper. Split the group into four teams and designate a hoop for each team; preferably a maximum of three per group. Choose a Samurai to be the protector of the 'Samurai pit'. The Samurai is not allowed to step outside the pit. On 'GO' from the Facilitator, one at a time players will venture towards the Samurai pit, where they must retrieve bean bags/toys and return them to their pit. Each bean bag is worth a point. Players are allowed inside the Samurai pit, but this may not be wise. The Samurai will have a bopper they can use to tag players. If a player is tagged, they must put their bean bag back in the middle and return to give the next player a turn. The game continues until a designated amount of time or until there are no more bean bags/toys in the Samurai pit.

### ALTERNATIVES

Have more than one Samurai.  
Give bean bags different numbers of points.

### SAMPLE DEBRIEF QUESTIONS

What strategies did you use to retrieve the bean bags that were close to the Samurai?



## BOMBARDIER TAPUWARE

### OBJECTS USED

20 cones  
12-16 soft and bouncy balls

### DESCRIPTION

The object of the game is to knock the opposition's cone over with bouncy balls, while protecting your own cone. Divide Participants into four teams, give each team a name and assign each team a quadrant of the marked-out area. Place a hoop around each cone; this is the 'no go zone'. Players are allowed to block shots with any part of their body, but must stay in their quadrants. Players can only retrieve balls that leave the external boundaries of their quadrants. Balls passing into other quadrants become possessions of the opposition.

### ALTERNATIVES

Use more or fewer balls for throwing.  
Add another cone to be placed in a different area in the quadrants.  
Throw with left hand only, right hand only, etc.

### SAMPLE DEBRIEF QUESTIONS

What strategies did you use? Did you decide to have attackers and defenders? If so, who were they and why?

# LEADER JOURNAL

2» DISCOVER

NAME \_\_\_\_\_

## Leading Physical Activity in the Playground 2

NAME OF GAME: \_\_\_\_\_

### Reflecting on your leadership

*When you led the game:*

1. What went well?


2. Why did it go well?


3. What would you change for next time?




**4. What surprised you?**

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**5. What did you learn about your leadership?**

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**6. What would you change about the way you approach leadership next time you are in a leadership position?**

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