

1»EXPLORE

THEME

Contributing and
Influencing

SUB THEMES

Planning to Lead

Leading Active Corner

Overview

In this activity Participants consider how to structure a space for activity to occur. This space may include markings, equipment and instructions for games.

The allocation of a 'corner' of the playground for physical activities can provide innovative physical activity options for children. Activities can be themed and use lots of equipment or no equipment at all. Initially, activities could be selected from a range of sources, for example:

- KiwiDex, Developing Fundamental Movement Skills, ideas from Get Started in the Active Schools toolkit, or the Push Play Action Packs from SPARC (www.sparc.org.nz)
- Games from other Growing Leaders learning activities e.g. Leading Co-operative Activities or Old School Games
- Participants may come up with their own ideas.

The activities included in Leading Active Corner may include:

- Themed options – wheels, colours, bats, balls, equipment starting with 'F' (frisbees, foxtails)
- No equipment – tag games
- Sports – selection of equipment available
- Old school games – Elastics, Gutter Board, Four Square.

Knowledge and skills

Knowledge of group, leadership style and roles, planning and organising an activity, personal responsibility.

Resources

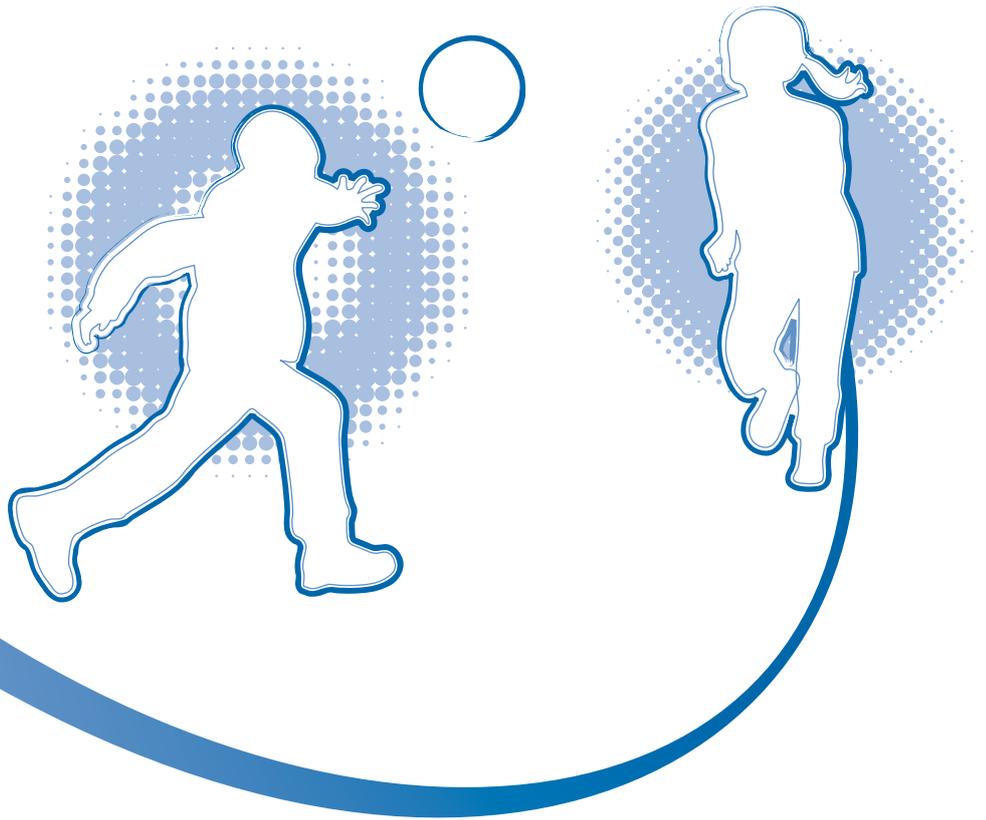
- Leader Journal template
- Selection of equipment required for activities



Implementing Activities

IN A SCHOOL SETTING:

- Physical Activity Leaders (PALs) are responsible for accessing and monitoring the use of themed equipment in the active corner
- A duty teacher(s) or parent supervises the activity
- A newsletter could be sent to parents asking for any sports equipment to be donated if sourcing equipment for the Leading Active Corner is difficult
- Discount shops offer some cheap equipment and allow for some innovative options.



LEADER JOURNAL

1»EXPLORE

NAME _____

Leading Active Corner

If you are to lead an active corner:

1. What markings, equipment and instructions for games would you include?

2. How do you know that the children would like these markings, equipment or games?

3. What different activities would you plan for each week over the next 10 weeks?

4. How do you know how long these activities would stay fun for the children?

5. What would you do if some children dominated the equipment or scared others by playing roughly?

6. What could you do so that children share the equipment and space, and play fair?

