

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 with a group. 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 1

Knowledge and skills

Knowledge of group, games and activities, leadership roles, planning and organising an activity, 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) include *KiwiDex*, *Developing Fundamental Movement Skills*, ideas from *Get Started* in the Active Schools 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

The Facilitator leads the Participants in a range of games that are appropriate for the Participants to lead.

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

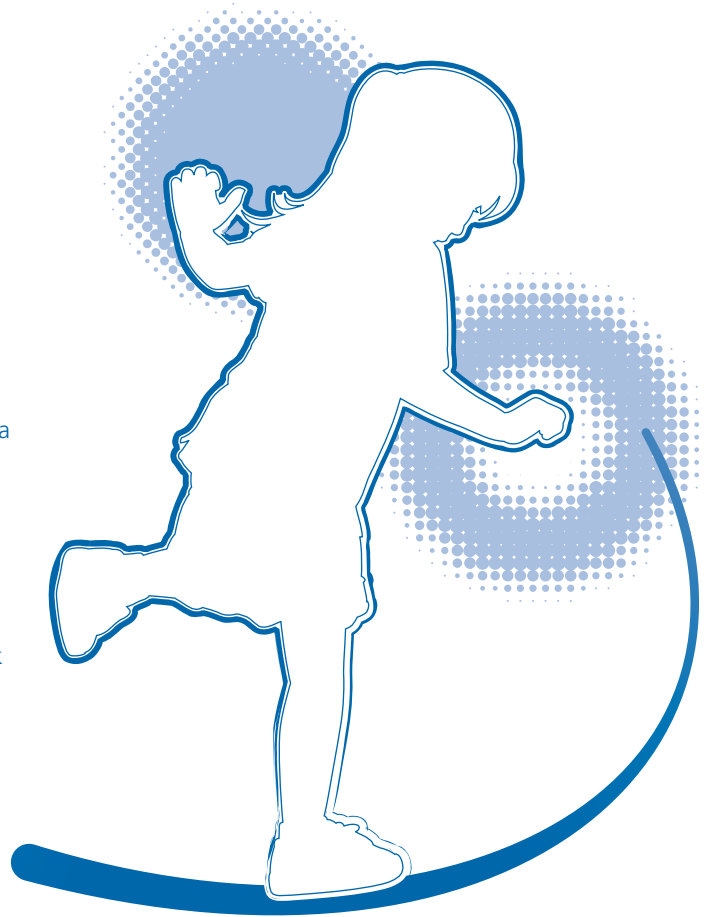
- What did you find the most challenging in that game?
- How could you change/adapt the game so that it applies to a sport you like to play?
- How could you play this game better?

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

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 in 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 30 minutes and include three games.

STEP 8

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



TAIL TAG

OBJECTS USED

4 cones.

Band/Ribbon for each person.

DESCRIPTION

The objective of the game is for people to collect as many tails as possible.

Have everyone in the group collect one band/ribbon each. The band acts as their tail, where they tuck it into the back of their pants.

On 'GO' from the Facilitator, the players try to take tails from other people in the group without having tails taken from them.

When a person takes a tail from someone else, they must tuck it into the back of their pants immediately.

Players are not allowed to physically prevent anyone taking their tail.

Only one tail may be taken at one time.

The tail must be visible by at least 30 centimetres.

If a player's tail is taken they are not eliminated, they just carry on playing until time is up or 'STOP' is called by the Facilitator.

The person(s) with the most tails wins.

ALTERNATIVES

Different coloured tails have different points.

Once a player's tail is taken they are eliminated from the game.

BASE TAG

ORGANISATIONAL PATTERN

Coned area – preferably a large square.

2 teams – one in coned area and one lined up behind cone in safe area.

OBJECTS USED

Cones.

Netball or rugby ball or volleyball.

DESCRIPTION

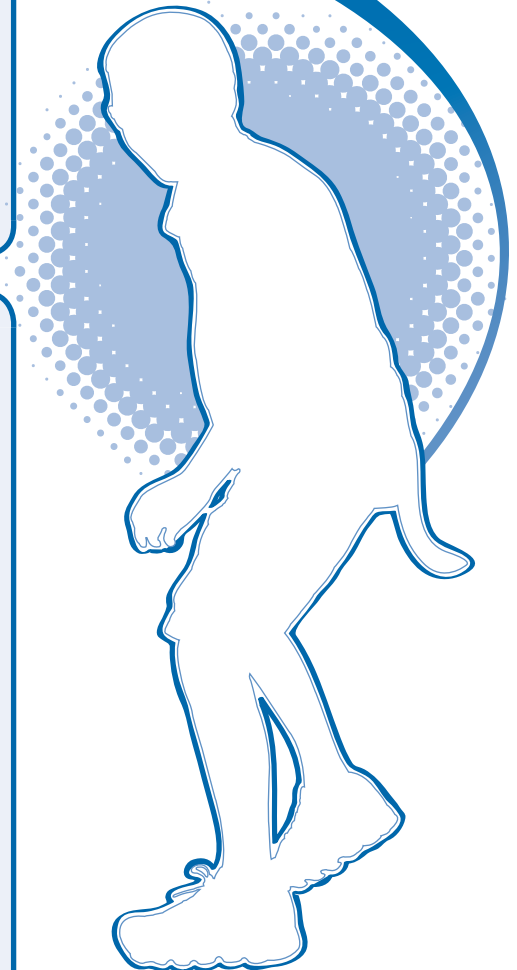
2 teams. Fielding team within coned area.

The fielding team's goal is to tag runners with the ball by passing the ball within the team. They are not allowed to run with the ball.

The running team is grouped in pairs.

1 of the pair throws, bounces or rolls the ball into the boundary area then tries to avoid being tagged by the fielding team in the square, whilst their partner runs around the outside of the square.

If the running partner runs completely around the square before their partner is tagged, they score one run.





PIN DOWN

OBJECTS USED

- 9 cones.
- 8 bean bags, basketballs or soccer balls.

DESCRIPTION

The objective of the game is to be the first group to knock over the middle pin/cone by throwing a bean bag at the cone.

Divide the group into small teams of up to three people per team. Each group receives a bean bag.

Have the groups number themselves off or use names e.g. apples, oranges.

On the call from the Facilitator players pick up their bean bags and run around the square. Upon returning to their cones players throw their bean bags at the middle cone.

If a player misses they may retrieve their bean bag, but may not throw the bean bag until they have returned behind their cone.

Players are disqualified if they knock over an outside cone when running around the square.

ALTERNATIVES

Run two or more laps around the square.

Run a relay race.

Use different balls and actions e.g. basketball = bouncing, soccer = dribbling.

Roll, kick or bounce the ball/bean bag to knock the middle cone over.

BUILDERS AND BULLDOZERS

OBJECTS USED

- Open playing area.
- 15-20 cones.

DESCRIPTION

Players move in space trying to either knock cones over or stand them upright.

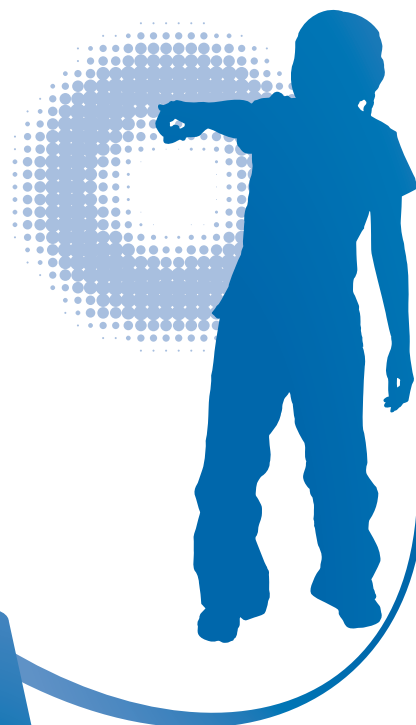
Spread cones around an area, with some standing upright and some lying on their sides.

Nominate half of the group to be builders and half to be bulldozers. On the signal, the builders should find any cones lying on their sides and stand them upright. Meanwhile, the bulldozers are finding cones that are standing upright and laying them on their sides. Stop after 30 seconds or a minute and have the players exchange roles. Add up the number of cones upright or knocked down to see who the winner of each round is.

ALTERNATIVES

Change the locomotor movement the students are using (e.g. hopping, skipping, crawling).

Change the way the cones are built or bulldozed (e.g. using your elbow, knee).



NAME _____

Leading Physical Activity in the Playground 1

Reflecting on your Leadership

When you led the games:

NAME OF GAME: _____

1. What went well?

2. Why did it go well?

3. What would you change for next time?

4. What surprised you?

5. What did you learn about your leadership?

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

