



KS2 SPORTS LEADERSHIP  
TRAINING & DELIVERY



# LESSON 1

# SPORTS LEADERSHIP TRAINING

- **Equipment needed:** cones, hoops, bean bags, soft large balls, small soft balls, bibs, small hurdles
- **Introduction:** 10 minutes.
- Ask leaders for some examples of who they think are good sports leaders and why.
- What do you understand by Leadership? What skills and qualities do you need? Communication, organisational, friendly, approachable, knowledge, etc.
- What is this lesson all about? Why are you here = Picked to be sports leaders. Help with sports events/PE/Lunchtime games. Most of all to experience delivering fun games to younger pupils
- What will the next few lessons look like?
- Coach to run lunchtime games



**Choosing teams:** 10 minutes.

What ways do you know for putting pupils into teams? Ask group if anyone would like to see how long it takes to get the group into 2 teams, time it with a stop watch. Trial and error to make it as fast (and fair) as possible. Show how quickly it can be done by 1-5 in one cone and 6-10 and to the other cone.

Now choose a captain? How do we do this without conflict? Vote? Rock paper scissors?

In teams, captains need to:  
Line their team up in alphabetical order  
Line their team up in height order but the leader (who is given the instructions) can't talk

Peer review after every go. What did they do well? Even better if? Sandwich compliments



## Warm Up: 25 minutes.

What is a warm up/why do we warm up?

Ask pupils what warm up games they know (using simple equipment: bibs, cones). Get a leader to lead a warm up game then ask all pupils for constructive feedback - Praise for going first!

Importance of doing a Demonstration and Explanation. (they are often done at the same time)

Did they speak clearly?

Did they get everyone together so they could hear?

Did they do a demonstration?

Did they explain rules?

Did they check for understanding so that everyone understood what they had to do?

Examples are: Domes & Dishes Simon Says, Stuck in the mud, Rob the Nest, Bib Tag

## How to peer review?

Review games using this technique.

What went well?

What they could have done differently?

Was it fun?

Was everyone involved?

Did they think about equipment needed?

Did they think about space needed?

Adaptation - could their game be adapted? i.e. different age groups, different sports.

### Review Games: 15 minutes.

Go through activities quickly with pupils to make sure they're confident delivering.





# LESSON 2

# SPORTS LEADERSHIP TRAINING

- **Equipment needed:** cones, hoops, bean bags, soft large balls, small soft balls, bibs, small hurdles
- **Introduction:** 5 minutes.
- Recap key words from last lesson. – Loud, Confident, Role model
- Introduce Game adaptation. – why? Inclusive, engaging, to focus on specific skills and adapt to changing variables.
- Coach to run lunchtime games





# STEP: 20 minutes.

BibTag game print out. Ask for a volunteer to explain the game and get their peers to build the game. What do they remember from last week?

Play the game of bibtag and walk through the STEP Principles  
Peer review- What went well? Even better if?

**S**PACE= How big did they make the play area. Big = more running, less dodging and difficulty probably harder. Small more dodging/throwing. Play the game.

**T**ask= How does the game and focus change when we adapt the rules slightly. E.g. Hopping only, underarm/overarm throws only. Competition vs Fun vs Elimination . Play the game.

Ask for any suggestions

**E**quipment = More equipment = lots of throwing and dodging, lots of engagement = less pressure on getting hit vs less equipment= slower game, lower engagement= more pressure (elimination style). Change equipment e.g sponge ball / GAGA ball. Play the game.

**P**eople= How do people make us adapt? Inclusion and accessibility. Teams? E.g 2 team bibtag (dodgeball style) try even and uneven teams. Why/when might we use uneven teams? Ask someone to put them into teams for this game (What do they remember from last week? Time to see how long it takes). Play the game.

Bonus\* Recap choosing a captain? How do we do this without conflict?



# Using STEP in Games- 30 mins

Split the class into 2 groups and take it in turns to lead a game to the rest of the group. Work with the group to explore STEP. When whistle blows change game and leader. Help your leaders, this is a group effort, and you'll want them to help you later!

Sports Leaders deliver their activity in pairs for 8-10 minutes

Peer review after every go. What did they do well? Even better if? Sandwich compliments

Choose activities from the pack provided:

- Rock, Paper, Scissors, Tag
- Rob the Nest
- Spike Ball
- Stuck in the Mud
- Duck Duck Goose
- Bat and Ball Relay
- Bowling
- Bean bag into hoop





# LESSON 3

# Management and Scenarios

- **Equipment needed:** cones, hoops, bean bags, soft large balls, small soft balls, bibs, small hurdles
- **Introduction:** 5 minutes.
- Recap key words from last lesson. – STEP
- Coach to assist leaders who are eager to run lunchtime games
- Introduce scenarios;
  - behavior management
  - Role play cheating
  - Roleplay distracting behavior e.g 2 people talking
  - Team game where players leave/join
  - Injury
  - Discussion inclusion e.g. wheelchair
  - Roleplay confused child



# Playground Games Scenarios- 45 mins

Split the class into 2 groups and take it in turns to lead a game to the rest of the group. Work with the group to explore STEP. When whistle blows change game and leader. Help your leaders, this is a group effort, and you'll want them to help you later!  
Sports Leaders deliver their activity in pairs for 8-10 minutes

Peer review after every go. What did they do well? Even better if? Sandwich compliments

Choose activities from the pack provided:

- Rock, Paper, Scissors, Tag
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# LESSON 4

# Wet Play

- **Equipment needed:** cones, hoops, bean bags, soft large balls, small soft balls, bibs, small hurdles
- **Introduction:** 5 minutes.
- Recap key words from last lesson.
- Coach to assist leaders different leaders to run lunchtime games  
Introduce wet play. What is it? How will it work?

## **Activity – 45mins**

- Hand out games and exploring coaching them.

Split the class into 2 groups and take it in turns to lead a game to the rest of the group. Work with the group to explore games. When whistle blows change game and leader. Sports Leaders deliver their activity in pairs for 8-10 minutes

Peer review after every go. What did they do well? Even better if? Sandwich compliments

- Active discussion, answer question and coach feedback. Embedded throughout the session





# LESSON 5



# MIP Challenges and Future planning

- **Equipment needed:** cones, hoops, bean bags, soft large balls, small soft balls, bibs, small hurdles
- Coach to supervise but not help with lunchtime games.

## **Activity 1 MIP Challenge – 20mins**

- Hand out games and exploring coaching them.

Split the class into 3 groups to lead a MIP challenge to the other groups.

- Shuttle Run
- Long Jump Shuttle
- Wall Ball Throw

Sports Leaders to practice recording the scores.

## **Activity 2 Rota – 20mins**

- Delivery prep- choose activity, plan order and practice.

## **Activity 3 – 10mins**

Playground and Wet play Rota. Look at P.E shed Provisions and build Wet play boxes/equipment list if there is time





# LESSON 6

# KS1 Delivery

- **Equipment needed:** cones, hoops, bean bags, soft large balls, small soft balls, bibs, small hurdles

Coach to supervise but not help with lunchtime games.

- **Introduction:** 10 minutes.

Set up activities and recap from last week.

## **Activity – 45mins**

- Split KS1 class into 5 groups
- Deliver activity on your station
- Send group to next activity when whilst blows.

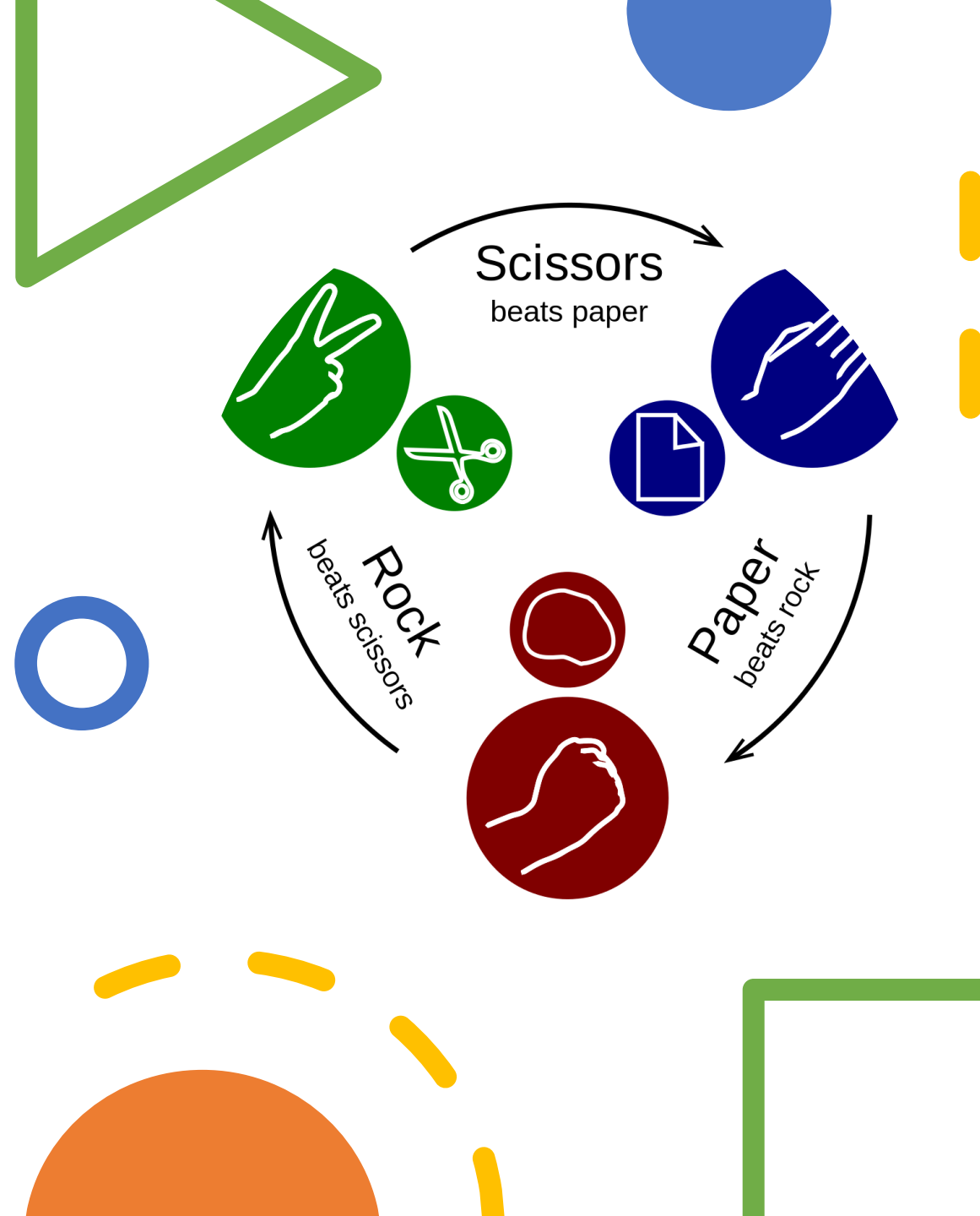




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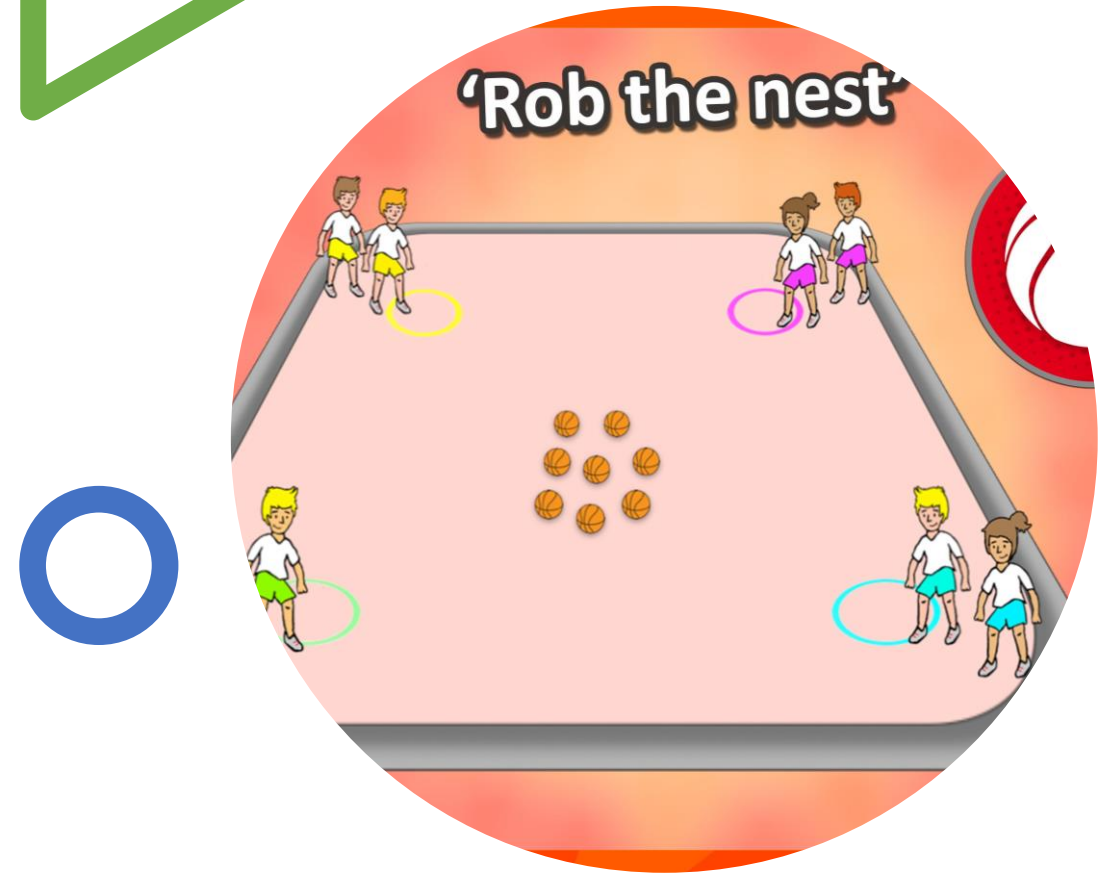
# 1. Rock Paper Scissors Tag

- In pairs, face each other in the middle, between 2 cones (10m apart) and play rock paper scissors.
- The winner of rock paper scissors has to flee back past their line/cone before they get tagged by the loser.
- If the winner flees without getting tagged, they get a point. If the tagger is successful, they get a point.
- Take turns competing against other individuals. For example, winners play winners to find the champion



## 2. Rob the Nest

- Split the group into 3 teams in each corner of a triangle
- Place items in the middle (beanbags) called the nest. Each group needs to be take a beanbag from the nest back to their teams' nest.
- One person from each team can move at a time.
- Once all objects are taken from the middle, groups can steal beanbags from other nests.
- The group with the most beanbags at the end of a certain time wins.



# 3. Ball Tag

- Create a narrow rectangle (width ~2/3 metres). 5-10 players.
- 2 taggers must tag everyone using 1 soft ball.
- When tagged, join the taggers' team. However, the tagger with the ball isn't allowed to move (except pivot like in Netball) so they must work together to tag players by passing the ball to each other up and down the playing area. For a tag to be valid, the tagger must touch someone with the ball whilst keeping in their hands (i.e. not throwing it at people)



# 4.Tricky Tricky

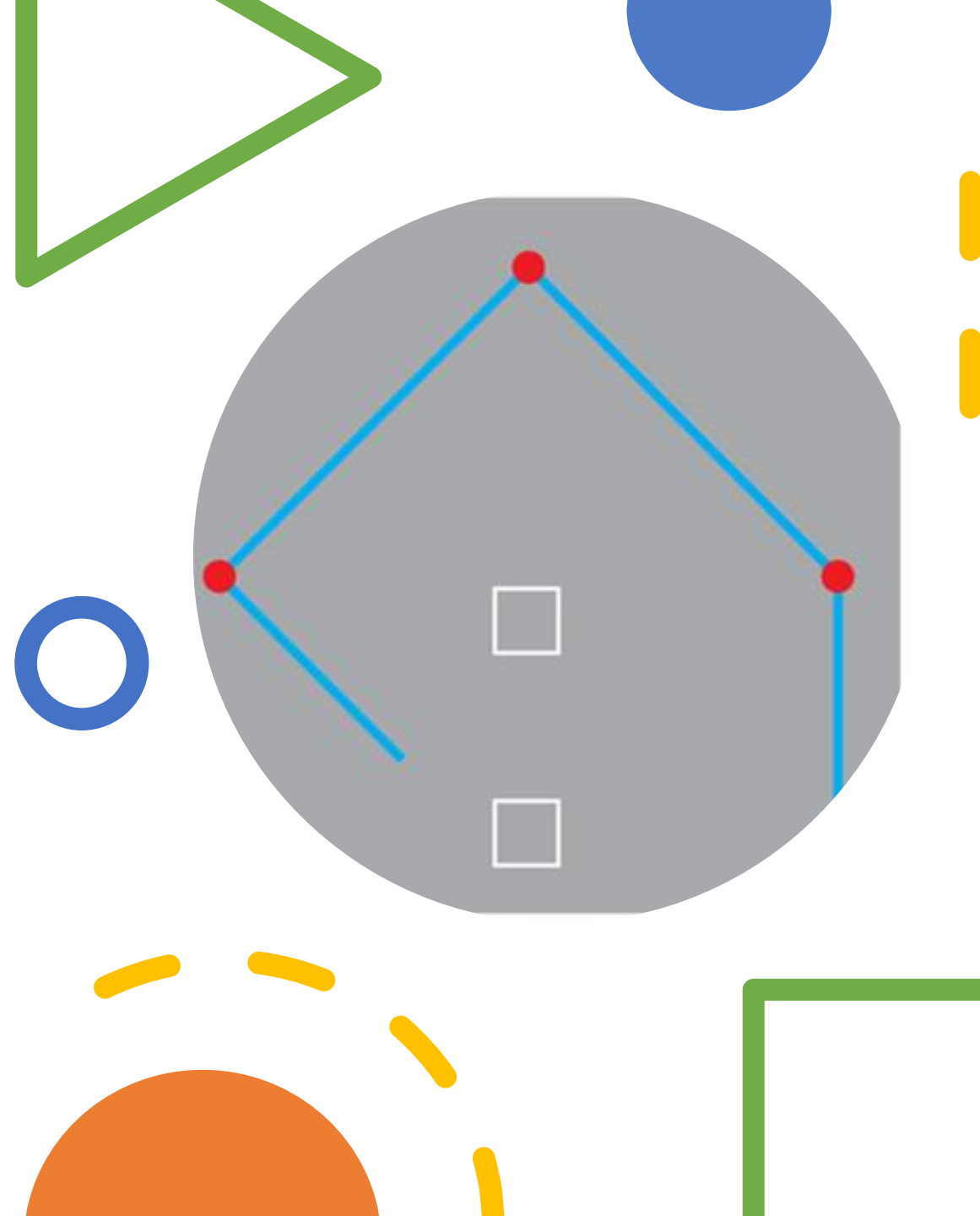
- Get students to make a circle, ensuring everyone has space to move around.
- Choose one student to be the "detective". Have this student go stand in a corner (or designated area) with their back turned to the rest of the class and their eyes closed.
- While the student is in the corner, choose a player in the circle to be the "leader".
- The leader's job is to keep the whole class moving by doing a variety of activities/ movements. Whatever the leader does (jumping jacks, lunges, High knees, skipping, frog jumps... etc.), the rest of the class must do.
- Ask the "detective" to go to the center of the circle. *(The leader will have already started the first activity)*. It is the detective's job to try and figure out who the leader is *(who is changing the activities)*.
- The leader's job is to change activities without getting caught by the detective. The leader must do each activity for at least 20 seconds.
- The detective has 3 guesses to figure out who the leader is.





# 5. Kick Rounders

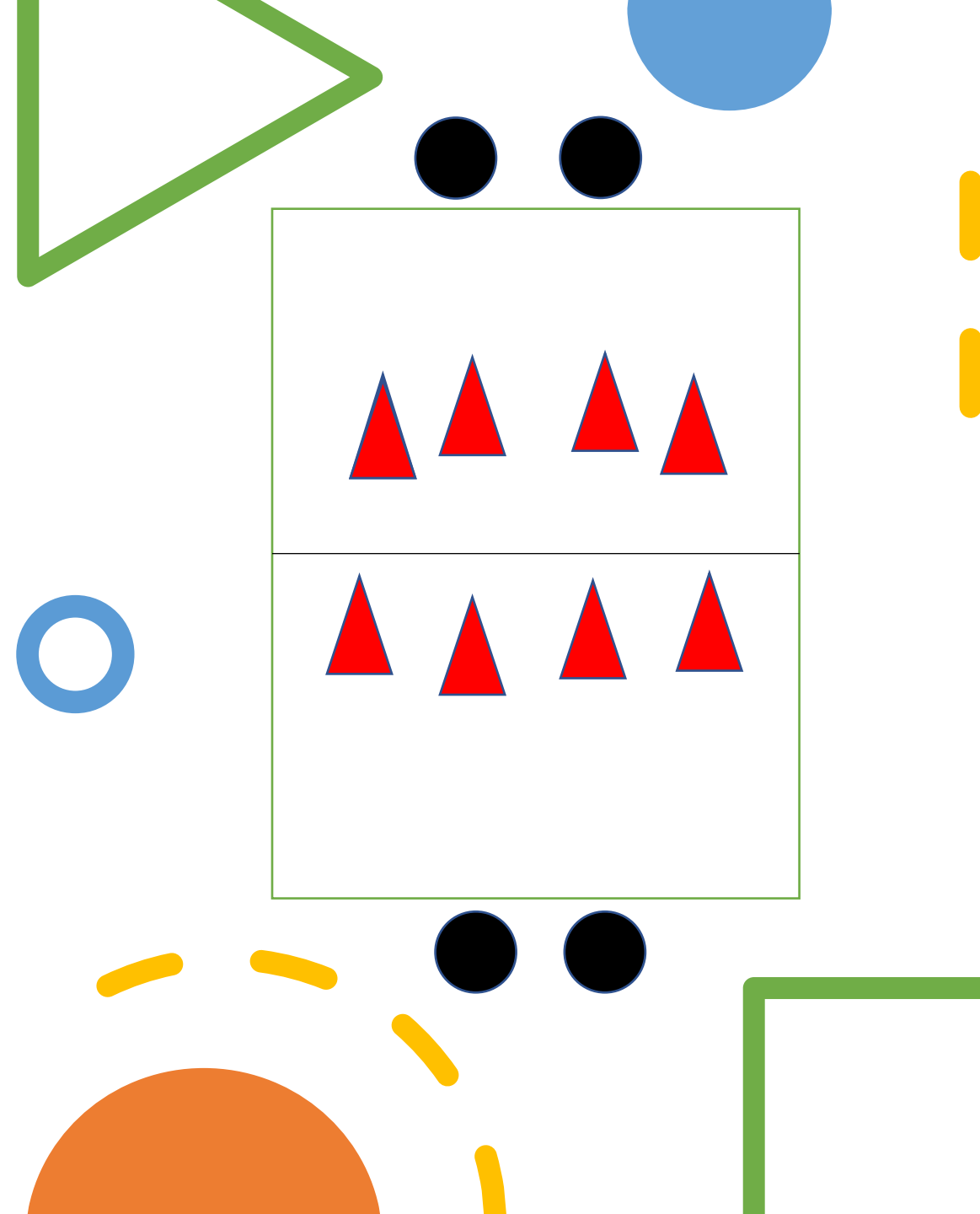
- Similar to rounders except using a soft ball.
- Split into 2 teams, 1 fielding team 1 kicking team
- Roll the ball along the floor to the 'batter' who kicks the ball and then runs
- 1 point is scored if kicker can get all the way back to their base.
- Once everyone has had 2 kicks, teams swap over.



# 3. Spikeball

Create a court placing soft balls in the middle splitting the court in 2. Place tall cones (in red) on either sides of the half way line no more than 2 meters away.

Split the group into 2 teams. The aim is to knock over the opposition's cones with the balls scoring a point each time. When a cone is knocked over pick it up so more points can be won.



# 4. Stuck in the Mud

Create a playing area, ~6x6 metres

Choose 1/2 players to be the taggers – all the other players scatter around.

The taggers aim to tag as many people as they can.

When tagged, a player must freeze and stand with his legs and arms apart: they are stuck in the mud.

To free stuck players, non-tagged players run and high 5 tagged players

The game ends when all players have been tagged and are 'stuck in the mud' or stop the game after a certain amount of time to change the taggers.



# 5. Duck Duck Goose

All the players, except the first person who is *It*, sit in a circle. *It* walks around the circle, tapping each player on the head, saying “duck” each time until they decide to tap someone and say “goose.”

That person becomes the goose and runs round the circle after *It*, trying to tag them before *It* can take their seat. If *It* successfully reaches the goose’s seat without being tagged they score a point, if the goose tags them, the goose wins. After, the goose becomes the new *It*.



# 6. Bat & Ball Relay

- Split group into 3 teams placing the balls or beanbags ~5metres away.
- Players take turns from each team to collect a ball or beanbag balancing it on a bat on their back on the way back.
- Aim, to collect as much equipment as possible.
- Leaders can create an obstacle course for pupils to get through on their way back



# 10. Speed Bounce

Start by standing feet together, next to your hurdle. The aim is to jump by taking off and landing on 2 feet, sideways over the hurdle as many times as you can in 30 seconds. If you land on the hurdle or move it as you jump over it, just reset the hurdle and carry on.

## **Make it harder**

Use a slightly higher hurdle  
Try the challenge with a hop

## **Make it easier**

Use a slightly smaller hurdle  
Try the challenge by bounding from 1 foot to the other to get over the hurdle



# 7. Bowling

Create 2/3 groups.

Pupils take turns bowling/rolling their ball at the tall cones/pins in an attempt to knock one down. If successful, they pick up a small cone as a reward and bring back to their team base.

After a few minutes, each team counts their cones.



# 8. Bean Bag in the hoop

Pupils take turns attempting to underhand throw a beanbag into the hoop from the floor marker from their choice of the three distances.

When the beanbag is thrown from the closest marker and lands inside the hoop the player scores 1 point. If the beanbag lands in from the middle distance, it is 2 points, and from the furthest distance it is 3 points.

After a few rounds, add a floor spot to the middle of the hoop: if the beanbag lands on the floor spot from any of the distances, an extra 5 points is awarded.

