

PHYSICAL ACTIVITY LEADERS



TEACHER'S MANUAL

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HOW TO SET UP PHYSICAL ACTIVITY LEADERS IN YOUR SCHOOL

Consult and create buy in from the whole school.

Identify the Year of Syndicate best placed to be trained, and discuss how many leaders you are looking to train.

Inform the identified year group of the programme and the schools expectations. Invite applications to be PALs



Select PAL to be trained and set training dates.

Action Training using the Teachers Manual for guidance.

Sit down with PALs and work through the logistics of their delivery

i.e Rosters/ Groups
Code of conduct
Planning/ Advertising

Etc

Reward PALs in a graduation assembly and communicate their potential to the whole school



Set start date and mentor as appropriate

Add to their numbers and job description as appropriate.
i.e tournaments etc

WHAT ARE PHYSICAL ACTIVITY LEADERS?

The Physical Activity Leaders (PALs) programme is a leadership initiative designed to provide students with the opportunity to develop and apply leadership skills in the sport and physical activity area. They will do this by providing a number of physical activities for students to participate in during break times, with minimal impact on teaching staff.

The PALs will be trained to manage and run a number of physical activities on one or a number of days throughout the week. The programme may need to be supported by duty teachers.

The PALs work in pairs and will take turns at the different roles required of them. Students must apply to be part of the PALs team and complete the training. The school has the final say over who becomes a PAL and which year groups they want to open the programme up to.

HOW CAN THE PAL PROGRAMME HELP YOUR SCHOOL?

- Students gain valuable leadership opportunities.
- Students gain a sense of achievement through becoming a PAL.
- Student's responsibility is developed with management of equipment and planning of sessions etc.
- Student's ability to work collaboratively with different year groups is developed.
- Students are given more physical activity opportunities during break times with little teacher involvement.
- By implementing the PALs programme in schools, a more controlled school environment is achieved during breaktimes.
- The PALs programme can be used to encourage less active children to participate in activities.



TEACHER INPUT

Some input from teacher's is required. Many schools like to appoint a coordinator who oversees the PAL Programme and helps to appoint new PALs each year. This person doesn't necessarily have to be a teacher. Parents and teacher aides could be used.

Copies of the following resources are in this booklet: see Appendix. They can be used to help things run smoothly.

- An application form
- A PAL contract
- A warning notice
- A sample session plan
- PAL roster sheet
- PAL certificate
- Caught Being Active Award

A teacher on duty will be required to oversee the running of the activities on each day simply for safety reasons and to assist the leader's if there are any behavioural issues.

The leader's themselves are responsible for planning the sessions, getting the equipment ready and running and managing the activity.

HOW TO RECRUIT PAL'S

- Inform children about the PAL programme, what is involved for them and the type of person you will be seeking.
- The PAL application form (see appendix) should be given out to all children that are interested in becoming a PAL.
- Children complete the application form and return it to the Teacher in Charge of PALs by a set day.
- PALs are selected according to whether they are :-
 - ◇ Reliable
 - ◇ Well organised
 - ◇ Friendly
 - ◇ Have a love of sport
 - ◇ Responsible
 - ◇ Trustworthy
 - ◇ Enjoy helping others
- The numbers of PALs chosen can vary. Some schools may want more than one pair working on a set day or may choose to only operate the PALs programme on certain days of the week.

HOW TO TRAIN PAL'S

- The recommended training for PALs is a total of 4 training sessions

Session 1:-

What is a PALs role

What qualities should a PAL have

Session 2:-

How to manage a group

How to manage behavior

Tips for refereeing

Critique a session

Session 3:-

Planning a session

Run a session for peers

Session 4:-

Plan and run a session for a year two class in the school

Receive feedback

Code of conduct and contract

MAINTAINING THE PAL'S PROGRAMME

- Following the training sessions, the PALs can be presented with certificates of achievement and whistles at an assembly and the whole school made aware of who they are and what they will be doing. T shirts/ badges and hats are also a great way to showcase PALs.
- If the PALs wish to review their activities, they can use Sport Canterbury P.E resource to provide them with some more ideas.
- The PALs team leader can maintain a PA log book. Students record details about their sessions and what issues have been arising when working as a PAL. This could be kept in the school office.
- PALs may choose to give a "Caught Being Active Award" to one child attending their session to reinforce exceptional behaviour, attitude or achievement. These awards could be placed into a lucky draw box and then a draw made at the end of each month/ term at assembly.
- PALs should work with a coordinating teacher to develop the best way to share information on upcoming PAL activities; classroom flyers/ daily notices/ assembly notices/ school newsletter/ PAL board.

APPENDIX

APPLICATION FORM

Application for the position of Physical Activity Leader

Job Description: You will be part of a Physical Activity Team that will be responsible for running structured games, activities, and mini-tournaments during school break times. Important aspects of your role will be to help people learn games, encourage full participation of all peers and demonstrate leadership skills in Physical Activity.

Qualities: We are looking for students who are reliable, organised, friendly, have a love for sports/physical activity, demonstrate high levels of maturity, responsibility and trust, and like helping others.

Benefits: Develop your personal leadership skills, opportunity to accept more responsibility, training in coaching and officiating

Name: _____ **Class:** _____ **Age:** _____

Why do you want to become a PAL?

Previous experience related to position:

Special interest:

Reference (friend, parent or teacher)

Days available (please circle)

MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY

Signature of applicant _____

Please return this application to _____ by _____

Thank you for your application

PHYSICAL ACTIVITY LEADERS

CONTRACT

On signing this contract I agree to the following:

- To follow the Code of Conduct as created by the Physical Activity Leaders Team.
- To notify the Teacher in Charge and appropriate Team members of any absentee:

If sick

- It is your responsibility to ring the school office and ask that the Teacher in Charge be informed of your absence. They will then notify your Team members and organise a backup leader.

In Advance

- If you know you will be absent for your duty in advance, it is your responsibility to inform your team leader, who will arrange a replacement. Please do this as soon as you are aware of the absence.
- To meet with your team once a week.
- If you break this contract you will be subject to a three step warning system.

Name: _____ Signed: _____

Date: _____

WARNING SYSTEM

Three-step Warning System

Step One: Oral warning from Teacher in Charge

Step Two: Written warning

Step Three: Stand down from the team for a period of one term and a written and verbal apology to the team.

There will be a two week period for each step. If the behaviour is modified the team member will be given a fresh start. If not, the team member will move onto the next step. If a team member is stood down a second time then they will not be permitted to return to the team.

Written Warning

Name: _____

Date: _____

You are receiving this written warning because:

This behaviour is unacceptable as a Physical Activity Leader and role model within the school.

You have two weeks to improve your behaviour or you will be stood down for the remainder of the term.

Signed _____

SESSION PLAN

Activity Name:

Equipment:

Safety Issues:

Rules:

Activity Layout:

Evaluation:

PAL ROSTER

Week	Mon	Tues	Wed	Thurs	Fri
PAL names					
Activity					
Back- up					
Equipment					

Week	Mon	Tues	Wed	Thurs	Fri
PALs names					
Activity					
Back-up					
Equipment					

Week	Mon	Tues	Wed	Thurs	Fri
PALs names					
Activity					
Back-up					
Equipment					

Week	Mon	Tues	Wed	Thurs	Fri
PALs names					
Activity					
Back- up					
Equipment					

CAUGHT BEING ACTIVE

CAUGHT BEING ACTIVE AWARD

Awarded to: _____

Room: _____

For: _____

Date: _____

CAUGHT BEING ACTIVE AWARD

Awarded to: _____

Room: _____

For: _____

Date: _____

PAL TRAINING LESSON PLANS

Session: # 1	Topic: What is the role of a PAL What makes a good PAL
Resources: PAL Handbook for each student, hoops, cones, balls	Time: 60minutes

Introduction

- Outline PAL's role and responsibility (*pg. 3, 4 PAL handbook*)
- Discuss the qualities of a PAL— get PAL's to think about a role model or coach that they have had. Brainstorm 'What makes a great leader?' Children fill in page 5 of the handbook
- Discuss team work. Children to fill in page 6 of handbook - Teacher to run an ice breaker based around team work, e.g. human knot . Why did you have to work as a team to complete the task?
- Discuss communication - Brainstorm and record on page 7 'How do we communicate?' Body/hands/voice/face/choice of words/role modeling.

Take children out side and sit them facing the sun. What is wrong? How can we improve this? How might the wind affect us?

Communication drills – stand in 2 lines facing a partner. Practice different types of communication and discuss what works best and why. (face away from partner, face one another at a variety of distances, body language only , shouting etc.

How can we reinforce what we are saying ? – demonstrate, questioning (*pg 8,9 handbook*)

- Teacher to run an example of an PAL game e.g. rob the nest

<u>Session:</u> # 2	<u>Topic:</u> Tips for managing group behavior Refereeing
<u>Resources:</u> PAL Handbook, cones, balls, hoops, bean bags,	<u>Time:</u> 60 minutes
<ul style="list-style-type: none"> • Review the key points learnt in the first session • Brainstorm tips for managing a group. Talk through points on page 11 of PALs hand-book. • Grouping children - Brainstorm "What ways can we group children?" Model some that work for younger children e.g. Group using different coloured cones Play 'Numbers' – children move around in a space in different ways e.g. hopping. When the teacher calls 'Groups in numbers of __' the children race to get into a group of that number and sit down when they are in a group. • Brainstorm tips for managing behaviour of others. Talk through points on page 12. • Go through page 13 outlining tips for effective refereeing • Teacher to run an imperfect game, PALs to give positives and advice thinking about what they have learnt over the last few sessions. (imperfections could include unenthusiastic voice, unclear instructions, sun in children's eyes, unorganised with the game/gear). Questions—"how could I have made the session more exciting/motivating", "what different communication techniques could I have used" etc. 	

<u>Session:</u> # 3	<u>Topic:</u> Planning a session
<u>Resources:</u> PAL handbook, , cones, bean bags, hoops,	<u>Time:</u> 60 minutes
<ul style="list-style-type: none"> • Review the last sessions. Any questions? • Why do we plan? What things should a plan include—talk through page 14 of PALs handbook • In groups PALs plan a session based on a game that they know using page 15. Get them to run the activity for the other PALs, once everyone has run their session have a de-brief where they receive positives and advice about their session. <p>Ask children how games can be adapted for different levels of ability.</p> <p>Give children the opportunity to share other games that they enjoy playing</p>	

Session: # 4	Topic: Run a practice session with younger children
Resources: One blank planning sheet per group Access to the P.E shed so that they can choose the equipment they need for their session	Time: 60 minutes
<ul style="list-style-type: none"> • Review previous session, can anyone remember the advice given to them? • In groups or pairs, plan and run an activity for a year 2-3 class under teacher supervision. (Ask two junior classes to participate, they will need to split into groups of 8-10 and they will have a 20minute session run by the PALs) <p>Other PALs watch each activity and write down positives and advice Once all PALs have run an activity, come together and have a debrief to share feedback</p> <ul style="list-style-type: none"> • House keeping Children to choose the person they wish to work with at break times and inform teacher which days they are not available due to other school commitments. <p>A roster could be drawn up</p> <p>Brainstorm ideas to create a code of conduct. Write up and sign (see page 16 of PAL handbook)</p> <p>Teacher may choose to have children sign a contract (see page 17 in PAL handbook for an example)</p> <p>Make children aware of available resources they can use for more game ideas e.g. Sport Start resource.</p>	