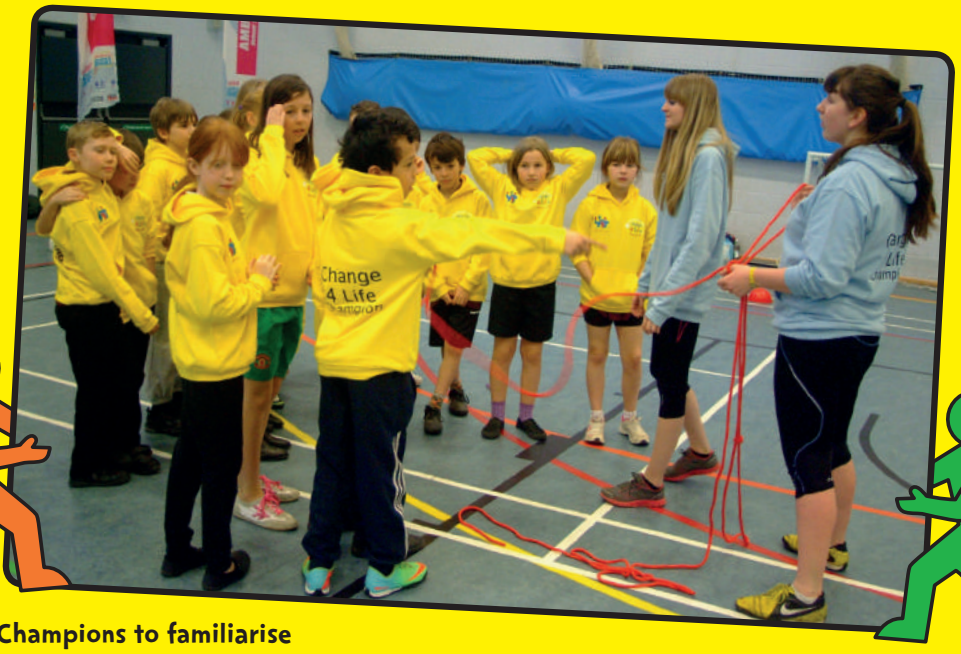
module 3

Leading Champions



Aims:

- To enable Change4Life Champions to familiarise themselves with the Change4Life Primary Sports Clubs resources
- To enable Change4Life Champions to plan, organise and deliver fun, safe, accessible activities
- To explore interactive activities to help share the health & wellbeing messages.

Module outcomes:

In this session, Change4Life Champions will be able to:

- Recognise all the resources included in the Change4Life Primary Sports Clubs (log books, chat zone, activity cards, wrist bands, stickers, wider club activities)
- Identify how and when the range of Change4Life Primary Sports Club resources can be used
- Set up and deliver activities from the Change4Life Primary Sports Club resources
- Explain and demonstrate use of 'STEP' to ensure all young people are included and active
- Describe how the Wider Club Activities section on the cards can support the whole child
- Identify additional practical health message activities that can complement Change4Life practical games.

Materials required for delivery of suggested activities:

- Space for practical activities
- Change4Life bag of equipment
- Change4Life activity cards
- Log books
- Wrist bands
- Stickers
- Flip chart sheet and pens
- STEP Hand outs
- Access to internet if undertaking research.

activity 1

Introduction

- **Explain and demonstrate use of STEP to ensure all young people are included and active**

Introduce the aim of the session is to give the Champions a flavour of the activities included in a Change4Life Club and other fun activities they could use in school.

1. Set up a safe play space for chosen activity.
2. If training a larger group divide into smaller groups appropriate to the activities chosen.
3. Give each Champion a Change4Life wrist band to use during this session and explain its use, ask how this may motivate young people to be more active.
4. Select and deliver one or two activities from the Change4Life Club activity cards to give a flavour of the activities included.

- Motivate, encourage, and support the group while they play.
- Ensure that safety is paramount, and that ALL Champions are involved and are as active as possible.

5. Following the activity sit with the group/smaller groups and facilitate the chat zone from the log book. Ensure all Champions can see a log book and explain how it can be used.
6. Ask the Champions:

- "Why do you feel the activity may appeal to less active young people?"
- "How did I encourage and support you while you played?"
- "Why do you think we have included a chat zone in the log books?"
- "What do you think I did to make sure I was organised before this session started?"

activity 2

- **Explain and demonstrate use of STEP to ensure all young people are included and active.**

1. Write up STEP onto a flipchart sheet and display, use this to introduce the session and refer to it after the activity.
2. Select another activity to play from the Change4Life Club activity cards, ask the Champions to set it up, to deliver it and participate in it. Demonstrate the use of STEP from the back of the card and explain how this can change the game to make it easier and harder. State that this can be used for all activities to ensure everybody is involved.

S Space

T Task

E Equipment

P People

activity 3

- **Describe how the Wider Club Activities section on the cards can support the whole child.**

1. Discuss with the Champions how and why each of the Wider Club Activities on the reverse of the cards could help support less active children to return to the club each week, and help them develop knowledge and skills. Use higher order questioning to tease out suggestions and test their knowledge and understanding.
2. Record to flip chart and display.

activity 4

- **Identify additional practical health message activities that can complement Change4Life practical games.**

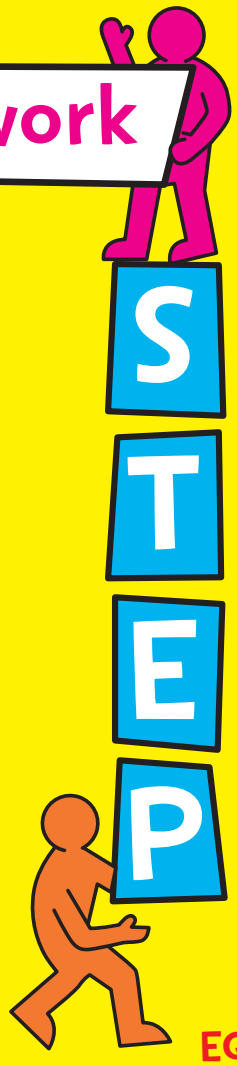
Choose one or more from below:

- Visit the Change4Life website to download activity sheets,
- Ask the Champions to develop quizzes or word searches to use in Change4Life clubs.
- Allow Champions access to the internet to research the amount of sugar in certain food products such a can of cola, a particular chocolate bar, a biscuit,
- Set up some practical activities with sugar, spoons and products where the Champions can have a go at predicting and measuring sugar content

SUMMARY

Revisit session outcomes and ask the Champions what they have learned and how they plan to use this in their new role.

STEP Framework



S Space

T Task

E Equipment

P People

SPACE: Where?

- Adapt the size of the playing area – increase or decrease size of playing area, change the width and /or shape
- Use zoned areas to create safe playing areas or where pupils can be matched appropriately
- Use space above, below, behind and around
- Allow pupils to start at different times or from different areas
- Place targets nearer or further away, higher up or lower down.

TASK: What?

- Change methods of travel/movement, hop, skip, jump, tiptoe etc.
- Alter how to send an object e.g. throw, roll, travel with it
- Alter travel speed e.g. fast or slow
- Alter direction of travel e.g. forwards, backwards, sideways, zigzag
- Change what you are aiming at, aiming into, aiming through
- Defending, attacking, co-operating.

EQUIPMENT: With what?

- Different sized equipment
- Different shaped equipment
- External stimuli, pictures, stories, words,
- Music, rhyme
- Instruments
- Varying textures
- Varying properties.

PEOPLE: With whom?

- Working on your own
- In groups
- In teams
- With friends
- Use pupils with similar abilities
- Use pupils with different abilities
- What role may individuals have e.g. leader, coach, umpire?

notes