

Conducting a session

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Tips for conducting fun, challenging sessions that maximise participation.

PLAN, PLAN, PLAN

- > Walk through the session in your mind before you conduct it. Pay particular attention to organisational aspects and the flow of activities.
- > Anticipate what you might do if things aren't working.
- > The better prepared you are with a plan, the more confident you will feel about some spontaneity on the day!

Plan for:

- > repetition over several weeks to allow for learning and consolidation
- > variety to cater for short attention spans – variety within a game (CHANGE IT) or different games.

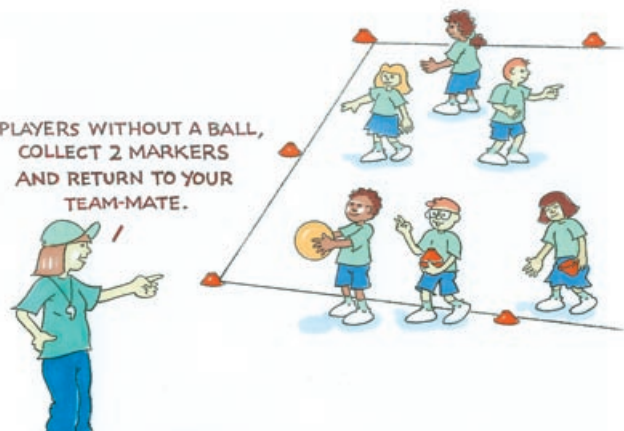
A PLAN



SETTING UP

- > Know what you will need and where it is to be placed before you arrive.
- > Set up ahead of the session.
- > Involve players with specific setting up tasks.

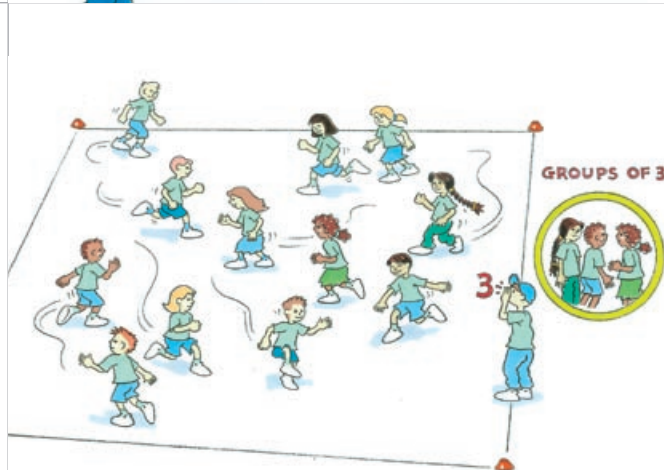
PLAYERS WITHOUT A BALL,
COLLECT 2 MARKERS
AND RETURN TO YOUR
TEAM-MATE.



FORMING GROUPS

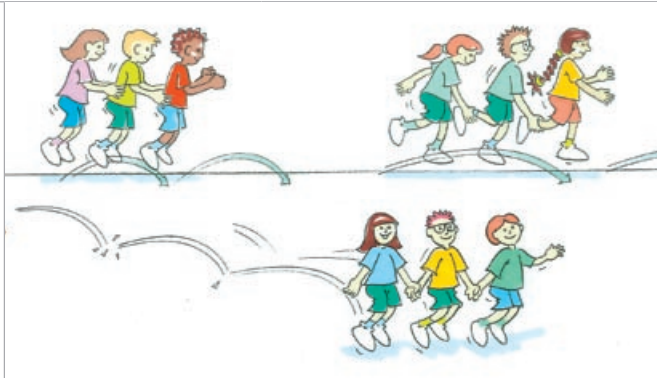
- > A simple '1,2,3... 1,2,3'... is quick and easy and avoids players being 'left behind'.
- > Avoid team captains picking their own groups... imagine if you were the last person picked!
- > Other methods are shown on the *activity cards* (Start out WC 01a or b) and can contribute to fun, cooperative play or physical activity. You will need to plan for these and allow time for them.
- > Matching players of different abilities may be appropriate in some situations.

GROUPS OF 3



TRANSITION ACTIVITIES

- > An energising transition is to have players touch each corner or each side of the playing area and reassemble in the centre.
- > Using different individual or group locomotions between activities.



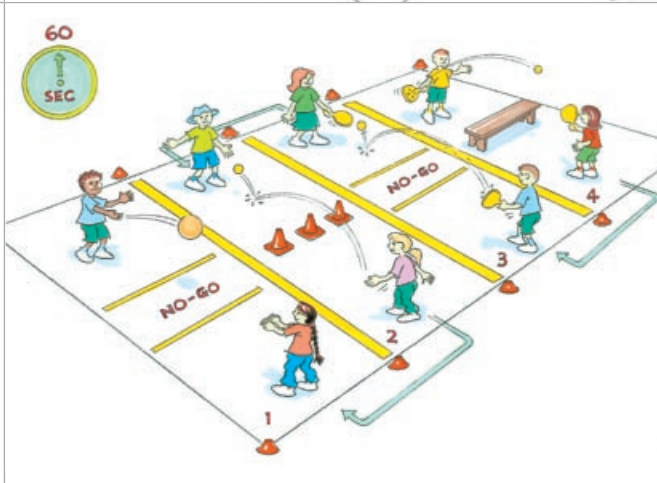
ENERGISERS

- > Play these at any time.
- > See Start out Wildcards 04–10
- > Some Start out activities require high energy levels and can be used as energisers e.g. *Flip it* (Start out WC 09b) or *Throw throw throw* (Start out WC 04a)



CIRCUITS

- > One group per activity station.
- > More stations means more participation, but can take longer to set up.
- > Set a time limit for participation at each station (generally 2–3 minutes).
- > Have an agreed procedure for assembling, moving to the next station and beginning the new activity.
- > Add some fun and an extra physical challenge by requiring different locomotions between stations.



INTRODUCING THE ACTIVITY

Use the *Playing for Life* cards. Note the short summary **descriptions, illustrations** and **'What to do'**.

- > Use the name of the game on the card.
- > Show players the illustrations and demonstrate the activity.
- > Show enough to start the activity – refinements can be introduced later.
- > Make connections to previous games.
- > Some players may not understand the game the first time.

What to do

SETTING UP

- > Teams are set up as shown.
- Keep teams small (2 or 3 pl) to ensure lots of activity.

Combines accurate rolling
Players in teams roll a ball
a gate to a wall beyond.
The first ball that passes
through the gate and
reaches the wall wins
the point for that team.



<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> > Be brief and explicit. > Instructions linked to a demonstration are best. 	
<p>DEMONSTRATIONS</p> <ul style="list-style-type: none"> > Make sure everyone can see. > Avoid having the class look into the sun. > Use positioning to avoid distractions such as other games. > One or two key points only. > Allow questions. > Get them playing quickly. 	
<p>LET THE KIDS PLAY</p> <ul style="list-style-type: none"> > Avoid too many interruptions, too much feedback and too many corrections. > Make sure most of the session is used for participating in activities and games. > Avoid over-coaching. 	
<p>LET THE KIDS EXPERIMENT</p> <p>For example, let the players take the game in a new direction or to another level. After playing an activity challenge players to come up with CHANGE IT variations.</p> <p>Provide a lead if necessary, e.g. 'Think of another way of scoring.'</p>	

AVOID THESE

- > Activities that eliminate players.
- > Activities used for punishment or to highlight lack of proficiency.
- > Playing games that highlight a mismatch between a player's ability and the requirements of the games.

**RULES FOR RELAYS**

Relays can highlight a player's lack of proficiency with a particular technique or understanding of an activity.

Pay particular attention to choosing relays that can accommodate varying abilities.

**EQUIPMENT**

- > Use age-appropriate equipment.
- > Have alternatives available to suit varying abilities.
- > Balloons work best indoors.

**IN THE POOL**

- > Set clear boundaries.
- > Determine water confidence/swimming ability before conducting sessions.
- > Use CHANGE IT to accommodate varying abilities.
- > Keep the kids active.
- > Be aware of temperature.

