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## Session 1 & 2 of 6: Secondary Ready – Learning to Lead

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Upper Key Stage 2  
(Years 5 & 6)

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Learn Programme

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### Overview:

#### Why Leadership?

Chance to Shine KS2 leaders enables young people at upper KS2 to develop and apply a variety of leadership skills that will benefit them in the playground, the classroom and beyond!

With a Chance to Shine values focus for each session, and a passport, teachers and pupils can keep a log of how they are progressing

A star rating system gives pupils the opportunity to gain 1, 2 or 3 stars for each value

The sessions also aim to develop those all important transferable skills that can help year 6 pupils to be 'secondary ready' by applying the 'skills for life'. By finishing off the sessions with **AMBITION** – aiming high and tackling challenges this should help them to feel confident and 'ready' for secondary school

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# INSPIRE others and encourage FUN

Learning how to make cricket skills fun and relevant for a KS1 group so that younger children are inspired to take part and have fun!

Applying these skills to being 'ready' for secondary school.

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## **A** Introduction

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# Inspirational, Ambitious, Inclusive, Fun and Passionate

### Q: What do these words mean to you?

#### Is it a skill to demonstrate these values?

Show Chance to Shine video.

Fill in P2 of passport. Discuss with a partner which skills you identified.

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## **B** Main Activity

### Learning new skills

**Q: What skills are important for KS1 pupils to learn?**

**PROMPT:** running/catching/throwing/jumping/working with others.

**Q: What skills are important for cricket?**

**PROMPT:** Catch/throw (bowl)/run/hit (batting).

Use the KS1 PLAY resources to introduce some of the games. You could do this as a carousel of activities. (There are 6 play sessions)

Let pupils set them up in small groups using the cards as this will test out how user-friendly they are and how well they can follow instructions.

Once pupils have had a chance to try out the games ask them to rate them for:

Fun? E.g. names for games and sessions 'Ferocious Fielder'.

Appropriate challenge? (Could decide own rating criteria or scale).

## **C** Challenge

### Learning to Lead

#### Putting it into practice

Having tried out a variety of games can the group plan how to run an inspiring and fun session for a group of KS1 pupils?

Key things to consider:

- How many per group?
- How will I organise groups?
- What equipment will I need?
- Where will I set it up safely?
- How long will each activity last?
- What jobs will each leader need to do?

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# Being INCLUSIVE and having a PASSION for learning

Adapting cricket games to make sure everyone can feel included.  
Learning to understand different needs.

Considering how I can develop my skills as a leader – being a passionate improver!

## A Introduction

### Inspirational, Ambitious, Inclusive, Fun and Passionate

**Re-cap** Chance to Shine values/skills and meanings. Review the passport and how the pupils might have demonstrated the values during or since the previous sessions.

#### Inclusion: Discussion

#### Q: What makes us all different?

**PROMPT:** age/race/sex/things we are good at? (link to ability/disability)  
Some people find some skills harder to learn. (This is true for life and cricket!)

Think about the three things you identified in your passport (P2) as skills you are good at. Does everyone have the same skills? **NO!** Everyone has different skills and it is important when you are being a leader that you work out what they are and make sure you help them to feel included. This is called **EMPATHY** and helps us to make sure everyone is **INCLUDED**.

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## B Main Activity

### Learning new skills

Use the KS1 PLAY resources to set up and play some of the games that are relevant to KS1 and relevant to cricket. Could do this as a carousel of activities. (There are 6 play sessions). You could use the same games as session one and two as they will be adapting them. Let pupils set them up in small groups using the cards as this will test out how user-friendly they are and how well they can follow instructions.

Once pupils have had a go at setting up the game and playing it ask them to consider the following questions:

1. Is the game ok for **EVERYONE** in your group? (Make sure all group members have a say here) Consider how this is the same for a group of KS1 pupils – (mix of ability/experience/confidence).

Look at the STEP part of the card (making it easier/harder) and consider how you could change the activity to make it harder or easier to include all abilities.

## C Challenge

### Learning to Lead

#### Putting it into Practice

Having tried out a variety of games, the group can now plan how to run an inspiring and fun session for a group of KS1 pupils BUT they must ADAPT it in some way to include a pupil with a specific disability.

e.g. wheelchair user, visually impaired.

OR to consider a less confident pupil. How could they make it easier for them to take part?

Your ability to adapt the activity to include everyone will demonstrate your **PASSION** for learning to change what you are doing to consider others.

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# AMBITION – Aiming high – being ready for a challenge

Consider different practical challenges and how best to approach them with a plan to succeed.

Discover how these skills will help me to meet the challenge of starting secondary school.

## **A** Introduction

### Inspirational, Ambitious, Inclusive, Fun and Passionate

#### Recap:

Review the passport and how pupils may have demonstrated the values so far. Discuss the levels of 'star rating' and how you receive more stars for being able to demonstrate the skill in all areas of school and life. Can they think of an example where they have transferred a skill from cricket/leadership to other areas of school/life?

**Discussion: Ambition – accepting a challenge and making a plan to overcome it.**

**Q: Remember the three things you identified as being 'good at'.  
Can you identify things that you are 'not so good' at?**

**PROMPT:** dealing with frustration/trying new things/a cricket skill?  
Is your bowling better than your batting?

Maths or English – which do you find harder?

Considering others feelings/listening to other people's opinion?

In the main activity you will undertake a series of challenges as a group. Try to consider as you are doing them...

Does this bring out my skills?

Does this bring out the skills I need to work on?

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## **B** Main Activity

### Learning new skills

Challenge carousel in teams of 5 (adapt according class size.): **6 TEAMS\***  
(\*based on a class of 30 pupils)

**3 challenges:** Compete against another team at every challenge. You may have played these games as part of the Play Programme, but you can always refer back to the instruction cards if necessary.

Decide scoring system at start and keep scores based on whatever skill you decide to focus on from the passport.

#### **Challenge 1: 'Catch them out' OR 'Hand Hockey'**

2 teams compete. Keep score.

#### **Challenge 2: 'Rapid Runner'**

2 teams compete. Keep score.

#### **Challenge 3: 'Hit the Stumps'**

2 teams compete. Keep score.

6 teams rotate around the three challenges. Have a set time for each one. Give teams time to PLAN at the start of each activity.

\*This is really crucial for the review later.

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## C Challenge

### Learning to Lead

Putting it into practice:

#### Review

Consider the discussion from the introduction activity – which skills did you show? Good or BAD?!

**Q: How did you approach each challenge as an INDIVIDUAL and as a TEAM? (Refer to the planning time at the start of each challenge.) Draw out things that they did well and things that didn't go so well!**

**Q: How do these experiences relate to what you will face in secondary school?**

#### PROMPTS:

- Could you speak up in a group?
- How did you cope if things didn't go your way?
- Were you considerate to everyone in your group, and their needs?
- Did you persevere when set a challenge or did you give up?

Those with **AMBITION** will keep going when faced with challenges. Strong leaders will be considerate and help others along way. Keep these new skills in mind when you go to secondary school and consider how they might help you with the new challenges ahead.