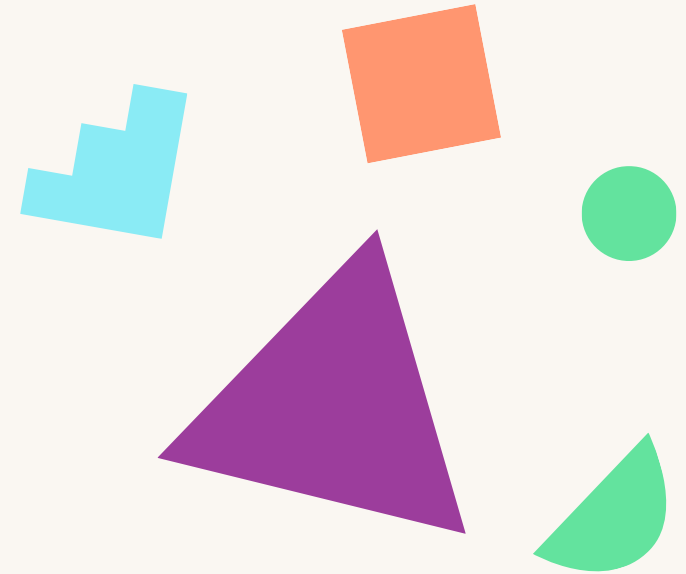


Teacher notes

Example delivery scenarios



An introduction to this document

The Shape Your Skills Award has been designed so that there is a clear pathway to follow, but there is also flexibility in terms of where, when and how it is delivered.

With this in mind, below are three example delivery scenarios. You'll see an outline of the environment in which the course is being delivered – number of learners, allocated time, where on the curriculum, any specific purpose etc – before each scenario.

The course has then been split into four parts:

- The introduction;
- The leadership skill development section;
- The Leadership Challenge;
- 'Ready to lead', which is the final part of the programme.

For each part, we've described what the teacher is doing and how they are using the resources provided to support them in their delivery.

We are not suggesting your course must or will look like any of these scenarios; your circumstances will be unique to you, your learners and your school. What we hope to do is give you a clear picture of what a course *might* look like and the confidence to use the resources and support we provide to deliver a course that best suits your specific needs.

Scenario one

The teacher with responsibility for PE is running the course with a group of pupils as a once a week after school club, using sport as the 'hook'. There are 12 learners in the group, all of whom have volunteered or been asked to join the course. The programme will run over approx. one term and they have access to the hall and outside spaces (playground and field).

1. Introduction to the Shape Your Skills Award

The teacher uses the whiteboard in the hall to go through the necessary information at the start of the course and to begin to introduce leadership to learners.

Learners do some small group work – discussions etc – to explore the concept of leadership. They talk about what it means to be a good leader and what each of the five essential leadership skills is/looks like. They also discuss their hopes and any concerns for the course as well as the expectations the teacher has of them, and they have of the teacher.

The teacher takes a couple of weeks to cover this content as they know these learners are keen to be active and don't want to spend large chunks of time sitting and listening.

Learners are given their leadership passports and look at pages two and three, with some beginning to complete these first activities.

By the end of the third session all learners have completed their skills audit and the teacher is happy they understand the necessary concepts of leadership and being a leader and are ready to move onto skill development.

2. Leadership skill development

The teacher takes each of the five skills in turn and spends two to three sessions on each skill.

They have picked the activities they want to use before the sessions, so they have a clear idea of how each activity works and what their role is. They have also looked at the review questions and decided how best to manage these so learners get the best from each activity.

They introduce each skill using the information we've provided, on the whiteboard in the hall. When they move onto the activities themselves they choose the most active and ones that need the larger working space. Occasionally they do a more sedentary activity when they feel it suits the needs of the learners.

Once each skill block has been covered, learners complete the relevant page in their leadership passport (pages 4-8). Once the teacher has checked the page has been filled in appropriately, they allow learners to stick in the corresponding sticker to confirm they have achieved that skill shape.

3. Leadership Challenge

All of the 12 learners are excited to demonstrate their leadership skills in the sports club over the coming weeks. The teacher reviews the Leadership Challenges and decides to choose 'Plan and lead an active playground game' for all learners to do.

As a whole group, the teacher and learners discuss the kinds of practical activities and games they enjoy playing. They also explore activities such as relay races, parachute games etc. Learners talk about what they enjoy and don't enjoy, what they think others would find fun and what kind of games they might like to lead.

Learners are split into groups of three. In their groups they discuss and decide upon their game, within the parameters set out by the teacher (time, space, available equipment etc.)

Learners practice leading their games with each other and then have the opportunity to lead younger children in the playground over three lunchtimes.

After they have done their lunchtime leading, all learners complete page 9 in their leadership passports. They review and reflect on their leadership performance during the Leadership Challenge and are very proud to stick in their final sticker.

4. Ready to lead

The teacher reflects back on the course with learners, recapping with them the five essential leadership skills, what they hoped to achieve during the course, key things they have learnt, developed and achieved.

Learners look at page 10 in their leadership passports, discussing with others before writing in their 'top tips' for each leadership skill.

They look back at their initial skills audit on page 3 before re-auditing their skills again on page 11. They all enjoy thinking about and seeing how they've developed their leadership skills during the course.

Learners draw themselves as a leader made up of different shapes – it's really interesting to see the different ways in which learners use such a range of shapes and sizes to represent themselves as a leader.

Finally, learners complete page 12, where they think about how they might continue to use their leadership skills in the future. The teacher has a sports day coming up and is hoping that some of the learners might come and lead at that event. A couple of the learners don't quite get their passports completed in the time available in the sessions, so they complete during the coming weeks, with the help of a learning support assistant.

Once all leadership passports are complete the teacher requests learners' certificates, but in the meantime the group are thrilled to be presented with their 'Ready to Lead!' stickers, which they wear with pride.

Scenario two

The teacher will be running the course with their whole class (30 pupils) in PSHE time. They have approx. one hour a week and will run it over a term. The sessions will take place in the classroom. There is no indoor larger working area available, but they can go outside onto the playground if the weather is good.

1. Introduction to the Shape Your Skills Award

The teacher uses the whiteboard in the classroom to go through the necessary information at the start of the course and to begin to introduce leadership to learners.

Learners do some small group work – discussions etc – to explore the concept of leadership. They talk about what it means to be a good leader and what each of the five essential leadership skills is/looks like.

They also discuss their hopes and any concerns for the course as well as the expectations the teacher has of them, and they have of the teacher.

Learners enjoy completing the suggested activities in the classroom, to support their understanding of being a leader.

The tutor covers this introductory content over the first two lessons.

Learners are given their leadership passports, with some beginning to complete the activities on pages 2 and 3.

By the end of the third session all learners have completed their skills audit and the teacher is happy they understand the necessary concepts of leadership and being a leader and are ready to move onto skill development.

2. Leadership skill development

The tutor takes each of the five skills in turn and spends two sessions on each skill.

They have picked the activities they want to use, opting mainly for classroom based ones, before the sessions, so they have a clear idea of how each activity works and what their role is. They have also looked at the review questions and decided how best to manage these so learners get the best from each activity.

They introduce each skill using the information we've provided, on the whiteboard in the classroom. In the first session they spend time introducing the skill and do one of the activities. In the second session they do two more activities and some leadership passport work.

Sometimes they are able to use extra time – wet break, spare time when other lessons/activities are finished – to complete any parts of the leadership passport that they've not had time to do.

The teacher also does a couple of the more active skill development activities in the class's PE lesson one week and takes them outside to the playground to complete another on a sunny day. Once each skill block has been covered, learners complete the relevant page in their leadership passport (pages 4-8). Once the teacher has checked the page has been filled in appropriately, they allow learners to stick in the corresponding sticker to confirm they have achieved that skill shape.

3. Leadership Challenge

As part of their PSHE curriculum, next term learners always take part in a project to devise and pitch a new business idea, so the teacher has decided that all learners will complete the 'Pitch your perfect playground' Leadership Challenge to help them prepare for this.

The teacher shares the Leadership Challenge video and learner-facing content on the whiteboard, so that all learners are clear on what their Challenge is, as well as the leadership skills they'll be using.

They then split the class into groups of 4 or 5. Each group has 45 minutes to discuss, plan for and begin to draw their perfect playground.

Over the next week, the teacher uses morning registration for learners to 'pitch' their playgrounds to the rest of the class. After they have done their pitches, all learners complete page 9 in their leadership passports. They review and reflect on their leadership performance during the Leadership Challenge and are very proud to stick in their final sticker.

4. Ready to lead

The teacher reflects back on the course with learners, recapping with them the five essential leadership skills, what they hoped to achieve during the course, key things they have learnt, developed and achieved.

Learners look at page 10 in their leadership passports, discussing with others before writing in their 'top tips' for each leadership skill.

They look back at their initial skills audit on page 3 before re-auditing their skills again on page 11. They all enjoy thinking about and seeing how they've developed their leadership skills during the course.

Learners draw themselves as a leader made up of different shapes – it's really interesting to see the different ways in which learners use such a range of shapes and sizes to represent themselves as a leader.

Finally, learners complete page 12, where they think about how they might continue to use their leadership skills in the future. The school has an open evening and the teacher is keen that some learners come along to help at that event.

Once all leadership passports are complete the teacher requests learners' certificates, but in the meantime the group are thrilled to be presented with their 'Ready to Lead!' stickers, which they wear with pride.

Scenario three

Three teachers will be running the programme with 90 year 6 pupils (three classes of 30) after SATs. Because they aren't so restricted by time, the weather is good and they have access to outside spaces, they plan on spending around 20 hours to cover the programme over several afternoons over a couple of weeks. They also plan on adding in extra activities that they feel will support learners in their transition to secondary school.

1. Introduction to the Shape Your Skills Award

The teachers use the whiteboards in the classrooms to go through the necessary information at the start of the course and to begin to introduce leadership to learners.

Learners do some small group work – discussions etc – to explore the concept of leadership. They talk about what it means to be a good leader and what each of the five essential leadership skills is/looks like.

They also discuss their hopes and any concerns for the course as well as the expectations the teacher has of them, and they have of the teacher.

The teachers use the tasks suggested in the 'course introduction teacher notes' and also add some more practically-based activities to build trust, encourage leadership and give learners a solid introduction to being a leader. They use the classrooms and outside space across a couple of afternoons.

Learners are given their leadership passports, with all learners completing the activities on pages two and three.

2. Leadership skill development

The teachers take each of the five skills in turn and spend approx. 3 hours on each skill, with their respective classes.

They have picked the activities they want to use before the sessions, so they have a clear idea of how each activity works and what their role is. They have also looked at the review questions and decided how best to manage these so learners get the best from each activity.

As well as the activities we've provided, they have also searched online and found some additional activities they think will be suitable for their learners and will enhance the course.

The teachers introduce each skill using the information we've provided, on the whiteboard in the classroom.

Because they are not too time-restricted, they often do more than the three recommended activities, sometimes doing 4, 5 or even all 6 as appropriate.

Once each skill block has been covered, learners complete the relevant page in their leadership passport (pages 4-8). Once the teacher has checked the page has been filled in appropriately, they allow learners to stick in the corresponding sticker to confirm they have achieved that skill shape.

3. Leadership Challenge

With so many learners taking part in the award, the teachers decide that it will be nice to tackle a range of different Leadership Challenges within each class.

They select: Organise a supersmart scavenger hunt, Create an amazing group artwork and Devise and run a creative quiz, with small groups of learners from each class taking on each of the three Challenges. One teacher is assigned to support learners doing the scavenger hunt, one support the artwork and the third helps groups doing the quiz.

In their small groups, learners are presented with their Leadership Challenge and are given an afternoon to plan and prepare for it. The groups then spend a couple of hours leading each other/taking part in their assigned Challenge.

After they have all completed their challenges, learners fill in page 9 in their leadership passports. They review and reflect on their leadership performance during the Leadership Challenge and are very proud to stick in their final sticker.

4. Ready to lead

The teacher reflects back on the course with learners, recapping with them the five essential leadership skills, what they hoped to achieve during the course, key things they have learnt, developed and achieved.

Learners look at page 10 in their leadership passports, discussing with others before writing in their 'top tips' for each leadership skill.

They look back at their initial skills audit on page 3 before re-auditing their skills again on page 11. They all enjoy thinking about and seeing how they've developed their leadership skills during the course.

Learners draw themselves as a leader made up of different shapes – it's really interesting to see the different ways in which learners use such a range of shapes and sizes to represent themselves as a leader.

Finally, learners complete page 12, where they think about how they might continue to use their leadership skills in the future. In particular, the teachers help them consider how their leadership skills might be useful to them as they move up to secondary school.

Once all leadership passports are complete the teacher requests learners' certificates, but in the meantime the group are thrilled to be presented with their 'Ready to Lead!' stickers, which they wear with pride.