

STEP Principal – Task

Unit 4: Learning the STEP principles

Aims: Leaders should understand why they need to consider SPACE when running activities

Leaders need to understand that the space used throughout a session is very important. Space includes:

- the area that the activity is being played in
- the position of players within that space

2v2s

Leaders play a game of 2v2- pass the ball using your hands to your partner- 5 passes equates to a point. If the other team intercept the pass, they keep possession of the ball.

1st game- leaders play together in one big area- i.e. playground or muga.

2nd game- The area is split in half – one 2v2 on one side and the other 2v2 on the other side

3rd game- Make the area size even smaller.

Hopefully leaders should understand that

- The size of the group affects the size of the playing area
- Smaller areas are used for smaller numbers e.g. 2 v 2
- Grids are a useful way to divide an area for activities, also keeps group organised and under control

What was the advantages of breaking the game down into smaller spaces for people to work in?

safer, organised, structured, easier to play game

Blob tag- Please see children's workbook on how to play blob tag. Blob tag highlights the importance of Space, therefore try and play this game over a large space (playground/field). *If the children have time play the game again but in a smaller space.*

Children must answer the following question in their workbooks

Did they enjoy the game?

Could the game have been made better? If so how?

How does the space affect the game?

What would be the ideal space? (smaller/larger)

How could you make sure the players knew where the space was?

(Use lines on floor/cones)

Resources

Student workbook- 25-28

Area to work in

Soft balls

Cones

STEP Principal – Space

Unit 4: Learning the STEP principles - continued

Aims: Leaders should understand how to explain / communicate the TASK when running activities

Any games can be used as an example for leaders to practice giving instructions.

Start the following games then choose a leader to lead them:

Activity: "Traffic Lights"

Players are spread out in a given area. One leader stands to the side of the group shouting instructions:

- Red: stop
- Green: run in any direction
- Amber: sit down
- Taxi: give someone a piggy back
- Traffic Jam whole class gets into a straight line
- Speed Bumps: jump 2 footed
- Reserve slowly: slowly walk backwards
- Roundabout: whole group forms a circle

Activity: "Aboard Ship"

Set up same as Traffic lights:

- The captains coming: salute
- Brush the deck: pretend to brush the deck
- Man the lifeboats, in 2s row sitting down
- Shark attack: wave arms in the air and shout "Help"
- Rates aboard: move feet very quickly
- Scrub the deck: pretend to scrub the deck

Numbers and dragons' den

See children workbook on how to play these games

Resources

Student workbook- pages 30-33

Area to work in

Cones

Balls

Hula hoops

Beanbags

STEP Principal – Equipment and People

Unit 4: Learning the STEP principles - continued

Aims: Leaders should understand how to consider Equipment & People when running activities

Demonstrate how the following games have the same theme but can be changed using different equipment. Below are some tag games that use a variety of equipment, leaders will see how a game can be changed with the introduction of different equipment

Activity: "Tag"

Basic tag game with no equipment. Choose 1 leader as the tagger, once they have tagged someone else, they become the tagger.

Activity: "Tails"

A variation on tag. Everyone has a "tail" which maybe a bib or coloured band. Aim of the game is to get as many tags as possible without losing your own tag. After 1 minute see who has the most tails.

Activity: "Ball Tag"

Tagger with soft ball must tag other people by hitting them below the shoulder with the ball.

"Caterpillar Rounders"

"Scatter ball"

See children workbook on how to play each game.

Children must answer these questions in their workbook:

Does the type of bat used make a difference? (rounders bat, cricket bat, tennis racket)

Does the number of balls the batter hits make a difference? (Easier/harder for fielders/batters?)

Does the type of ball used make a difference? (Soft/hard ball – different distances, small/large ball, easy/hard to hit/catch)

Are there some types of balls that aren't suitable for these games? (Cricket ball/basketball/baseball/rounders ball)

STEPS Principles PEOPLE- Leaders will have to learn how to communicate and organise people.

When planning a session leader need to consider:

- Where is each player going to stand?
- Do the players understand what they are doing?
- How many in a group?
- How will they get players into groups?

Resources

Student workbook- pages 35-38

Cone

Bibs

Ball

Different bats



PYHICAL EDUCATION & ACTIVE KIDS