



NSW Premier's Sporting Challenge Sport Leadership

Information Booklet

Resources for Leading with Action

and

Learning to Lead

NSW Premier's Sporting Challenge Sport Leadership

What is the NSW Premier's Sporting Challenge (PSC) Sport Leadership program?

The PSC Sport Leadership program supports schools in developing leadership opportunities for students through sport and physical activity. The program identifies schools as members of a Sport Leadership Community (SLC) - comprising at least one secondary school and a number of partner primary schools from a local area. The community is encouraged to share sport expertise, facilities and equipment.

What is the aim of the NSW Premier's Sporting Challenge Sport Leadership program?

The Premier's Sporting Challenge (PSC) Sport Leadership program prepares students for active roles in sport and physical activity programs by developing their leadership skills.

How is the PSC Sport Leadership program delivered?

The PSC Sport Leadership program is delivered in two phases.

- Phase 1 - **Leading with Action** known as LwA for Stage 5 or 6 students.
- Phase 2 - **Learning to Lead** known as L2L for students in Stages 3, 4 and 5.

Secondary teachers are offered the opportunity to take a lead role in planning and co-ordinating the delivery of both Phase 1 and 2 for their local SLC. They are identified as Sport Leadership Managers.

Information and resources are provided for SL managers to share with colleagues, principals and students.

Phase 1 – Leading with Action (LwA)

Leading with Action commences the preparation of Stage 5 or 6 students to deliver sport specific games and initiative activities to Stage 3 and 4 students at L2L workshops. It involves secondary teachers (ideally PASS/SLR class teachers) in preparing their students to be sport and physical activity coaches and leaders.

At the conclusion of LwA Stage 5 or 6 students should be ready to take on the role of sport leaders to enthusiastically promote higher levels of physical activity and build leadership skills amongst younger students. To meet this goal the content of LwA provides key elements for beginner coaches and meets learning outcomes for the Coaching module offered in the Physical Activity & Sport Studies (PASS) course or Sport, Lifestyle & Recreation (SLR) course.

LwA involves:

- a one day workshop comprising 3 x 90 minute sport specific sessions to develop skills and sport knowledge
- class time and support from a PASS/PDHPE/SLR teacher to:
 - identify and discuss leadership strategies
 - practise small group management techniques
 - gain confidence with initiative games
 - prepare sport specific lesson plans to use in the L2L workshop.

The one day workshop should be delivered by suitably qualified personnel (either teachers or development officers from state sporting organisations) to promote high level skill and knowledge about particular sports. This workshop could be conducted to a group of secondary schools across a SLC.

Subsequent class work and support is the responsibility of the PASS/SLR classroom teacher. See attached resources for ideas and templates.

The scheduling of LwA and L2L workshops can be at the discretion of the Sport Leadership Community (SLC). Traditionally LwA has been conducted in Term 3 or 4 with the L2L workshops held during Semester 1 of the following year.

Some State Sports Associations who have supported the PSC Sport Leadership Program:

Sports Association	Website Link	Sports Association	Website Link
Netball NSW	www.nsw.netball.com.au	Softball NSW	genmanager@softball.net.au
Football NSW	www.footballnsw.com.au	Lacrosse NSW	president.nswlacrosse@gmail.com
NRL	www.nrl.com	Gymnastics NSW	workforce@gymnsw.org.au
AFL	www.afl.com.au	NSW Waratahs	www.waratahs.com.au
Tennis NSW	www.tennis.com.au	Brumbies Rugby	www.brumbies.com.au
Cricket NSW	www.cricketnsw.com.au	NSW Touch	www.nswtouch.com.au
Jack Newton Junior Golf	www.jnjg.com.au	Volleyball NSW	www.nswvolleyball.com

Leading with Action resources

Resource 1a: Initiative games

Initiative games have various purposes. The games can be used to demonstrate and teach leadership skills to students, which helps to promote the growth of trust and problem-solving skills in groups. Games demonstrate a process of thinking about experiences that helps students learn and practice responsibility.

A facilitator's job has three parts: lead the activities, guide the reflection, and be enthusiastic.

One way to highlight the role of games in social change is in the reflection after the activity. An easy way to see the relevance of reflection is to picture games as a circle: you start with an explanation of the activity, framing its purpose and goals to the group. The activity progresses, with the facilitator taking a more hands-on or less guiding approach as needed. Finally, the group reflection helps participants see how they met the goal.

The following types of questions can be useful in reflecting:

- Open-ended questions – prevents yes and no answers. “What was the purpose of the game?” “What did you learn about yourself?”
- Feeling questions – requires participants to reflect on how they feel about what they did. “How did it feel when you started to pull it together?”
- Judgment questions – asks participants to make decisions about things. “What was the best part?” “Was it a good idea?”
- Guiding questions – steers the participants toward the purpose of the activity and keep the discussion focused. “What got you all going in the right direction?”
- Closing questions – helps participants draw conclusions and end the discussion. “What did you learn?” “What would you do differently?”

Examples of Initiative Games:

Triangle Tag

Teams are arranged in groups of four. Three of the students make a triangle, with arms raised and hands on shoulders. Other person has to decide who they are going to try and tag, and the group of three need to work together to protect this person.

Down the line (passing noodle/frisbee/gymball down the line)

Teams are arranged in groups of 4-6. The first person in each group lies on their back. The second person places their feet at either side of the first persons head, and then lies on their back also. This is repeated so that there is a line with all team members lying on their back, head to feet. The first person is given an item to pass on to the next persons feet, using only their feet (back must stay on ground). The challenge is to pass the item all the way down the line.

Number Crunch

Provide each group with 9 witches hats each numbered from 1-9. The challenge is to create a triangle where each side (4 hats) adds up to the same number. Trial and error strategies apply.

Minefield

Set up a 'minefield' area with various items as obstacles (e.g. markers, domes). The group is divided into pairs - one person is blindfolded and the other will be guiding their partner from one side of the minefield to the other without stepping on a mine (marker). Restrictions can be placed on how the guide can direct their partner through the minefield (e.g. verbal, non-verbal, using shoulder taps, using claps. Students will need to agree which signal directions to use.

Golden Ball

The playing area is a large rectangle the size of netball or basketball court. The group is divided into two teams, each defending a 'golden ball' which sits on a marker at each end. The game is similar to capture the flag, except using a ball instead of a flag. The aim is to enter the other team's half in order to steal their golden ball from the marker. Teams then have to take it back (running or passing) into their half and knock off their golden ball from the marker.

Once entering the opposition's half, teams need to avoid being tagged. If tagged, players must stand with their hands raised above their head. Once a golden ball is stolen, it must be run/passed across the half way line (i.e. can't be thrown/run back). Teams can use as many passes as desired to reach their golden ball in order to avoid being tagged. A teammate can free a tagged player by giving them a 'high five' and then both players get a free walk back to their half before rejoining the game. There should be one mat in either half, placed nearer the side. This is a 'safe zone' and only 1 person is allowed on the safe zone at a time.

Teams will need to communicate with each other different strategies for capturing the 'golden ball'.

Bound ball

Two equal teams. Similar rules to volleyball but no net. Ball must bounce before being hit.

Conquer the cones

Arrange a number of cones at each end of a field. 3-4 balls are in play at one time. Players cannot move when in possession of a ball. The team works their way down the court to throw and knock over all the cones.

Variation: 2 teams and a time challenge

Human Knots

Teams of 8-10 stand in a circle. Each person puts in their left hand into the centre and takes another student's hand but not the person next to them. Repeat this with your right hand. Aim of the activity is to try and untie the knot to form a complete circle.

Hula hoop activity

Teams stand in circle holding hands, large hula one - without letting go of hands everyone must go through & get the hula around the circle. Add a smaller hoop to increase difficulty. Change directions

Pipe line

Aim of the game is to pass a ball, marble, bocce, egg down a series of half PVC pipes into a container 5-10 metres away. All team members must stand behind the starting line until the object is dropped into the first pipe.

- a. Object must never stop or roll backwards
- b. Object must never be dropped
- c. Objects may not be touched by any person after the first person drops it into a pipe section
- d. Pipe sections may not touch each other
- e. When a person has an object in her pipe, she may not move her feet (she may move her arms and hands freely, and once the object has left the pipe she is free to move anywhere)

If any of these guidelines is broken, objects in the pipeline must be returned to the start area and transported again. Also, all members of the team assemble behind the line to start the next delivery.

An object delivered safely into the container never has to be redelivered, even if a rule is broken afterwards

Add in obstacles or corners to increase difficulty

Blindfolds

This is one of the simplest yet interesting team building games. Group is divided into 2 teams. You will need many different sized balls for this game. Before blindfolding the players show them the balls and tell them the point value for each ball. For example, 5 for small and 10 for large. Points can also be awarded for colours such as 10 for red, 5 for blue and 2 for green.

Everyone sits on the ground and is blindfolded. All the balls are scattered on the ground. Now as the whistle blows, the players have to kneel down and search for the balls. You can set the time accordingly.

When the time is up, take off the blindfolds and count the points. The aim is to be the team with the most points.

Pass On The Ball

To play this team building game, divide your group into teams of four.

Each team lies down on the floor making a line. Each line is arranged so as one's head almost touches other's feet. Now give one ball to each team and they have to pass the ball to the member behind using their feet. Even if they drop the ball in between they can pick it up again but **without** using their hands. They are allowed to use only their feet to pick and pass the ball. The team that manages to drop the ball first over the finish line is the winner.

Step on mat

This game can be played indoors as well as outdoors. The aim of the game is to get your team across a designated area without touching the ground. Each team stands in a row holding hands and will then pass/travel from one end to other stepping on the mats. (Mats should be the size of an A4 piece of paper). No player can step on the ground.

The number of mats must be 3-5 less than the number of team members

Alligator Game

Make a small rectangle around students which they cannot leave, then give them challenges including:

- move into tallest-shortest,
- alphabetical, or chronological order
- birthdate order, shoe size order etc.
- additional challenges such as non-verbal or blindfold

Cross the River

Divide the class into teams of 6-8 students and give each team 2 gym mats and a selection of items (bulky is best, i.e. a chair, a medicine ball, a box/basket, an exercise ball). Teams start at one end of a designated area and must get to the other end - the only item allowed to touch the floor are the 2 gym mats. All equipment must go with them.

Reference: Guide to Cooperative Games for Social Change - by Adam Fletcher and Kari Kunst (2006)
www.commonaction.org

Resource 2: Structure of a sport session

Time	Component	Details
5 mins	Introduction	Welcome Set expectations e.g. outcome, behaviour, boundaries, enjoyment
10 mins	Warm up activity	Fun and fast moving game which promotes participation and engagement
20 mins	Skill acquisition	Fundamental movement skills for specific sport Option 1: skill taught – modified game Skill taught- modified game Repeat Option 2: number of skills taught- modified game
5 -10 mins	Cool down/ Debrief questions	Dynamic stretches What types of leadership skills would you need to deliver this lesson to younger students?
5 mins	Transition	Moving to next activity

Resource 3: Qualities of a leader in the PSC Sport Leadership program

Leadership Skill	What does it look like?
Communication	<ul style="list-style-type: none"> -clear and concise instructions -appropriate to age group -set clear expectations -provide constructive feedback -encourage and reinforce positive behaviour -enthusiastic and motivating -active listener
Resilience	<ul style="list-style-type: none"> -adapts to a changing situation -problem solver -flexible but decisive
Organisation	<ul style="list-style-type: none"> -planning -preparing -modifying -create contingencies -adaptability -consult -reflect and review
Mentoring	<ul style="list-style-type: none"> -active involvement and supervision -role model e.g. appropriate dress, language, attitude, skills, safety considerations -empathy -positivity -encouragement -active listening -knowledgeable -self confident

Resource 4: Sport Coaching Session

Date:	Attendance:	Equipment needed:
Venue:		
Duration:		

Warm up activities:	Drills and games:	Cool down activities:
Coaching tips/questions/challenges		Group management strategies:
Review/evaluation (key points from session, what worked & what did not, modifications for next session, etc.)		

Phase 2 – Learning to Lead (L2L)

L2L is a one day workshop hosted by a nominated school in the Sport Learning Community and sessions are conducted by Stage 5 students who have completed the LwA training.

Participating schools identify students to participate in the L2L day workshop with numbers limited to:

- Stage 3 (15-20 students)
- Year 7 (12 students)
- Year 8 (12 students)
- Stage 5 (20-25 students)

At the workshop students in Stages 3 and 4 rotate through five activity sessions of 45-50 minutes delivered by students in Stage 5.

Four of the sessions are dedicated to developing sport specific skills and the remaining session explicitly focuses on leadership skills through active participation in initiative games.

The Sport Leadership Framework underpins the L2L workshop and identifies focus areas for students in each stage of learning

Sport Leadership Framework

Student Group /Focus	Overview	Content	Outcomes
Stage 3 Participation & problem solving	<ul style="list-style-type: none"> - learn activities for developing the fundamental movement skills (FMS) for a particular sport - understand game play - experience initiative game situations 	<ul style="list-style-type: none"> - warm up game(s) - series of FMS for specific sports - minor/modified games for specific sports - challenges and initiatives 	<ul style="list-style-type: none"> - participation in a variety of activities that develop the FMS appropriate for particular sports - apply FMS in a game situation - successfully resolve challenges through collaboration
Stage 4 Participation with purpose	<ul style="list-style-type: none"> - actively participate in a variety of sports - develop skills for leadership, management and organisation of small groups - 	<ul style="list-style-type: none"> - management and organisational strategies for conducting a sport session e.g. organising and managing groups, promoting high levels of participation, etc. - implement extension strategies to challenge players 	<ul style="list-style-type: none"> - identify leadership skills which enhance engagement levels in the sport session - participate in a variety of activities to develop leadership and organisational skills - apply skills in an expanded game situation
Stage 5 Leading a sport session	<ul style="list-style-type: none"> - lead student participation in a variety of sports - implement management, leadership and organisation of small groups - apply principles of leadership 	<ul style="list-style-type: none"> - plan and conduct sport and physical activity sessions - promote and differentiate key coaching components appropriate to participant level 	<ul style="list-style-type: none"> - model effective leadership - demonstrate the skills of management, leadership and organisation of small groups in a sport & physical activity context - provide mentoring and support to future sports leaders

L2L host managers information and organisational procedures

Secondary managers are required to take responsibility for the planning and delivery of the L2L and LwA workshops. They become known as host managers.

At Learning to Lead (L2L) days teacher relief is provided for the host manager to:

- prepare for the workshop (1 day- payment rate includes GST)
- deliver the workshop (1 day- inclusive of GST as supervision is provided)

Primary teachers who accompany students to the L2L workshop are also entitled to one day teacher relief. Teacher relief and other costs incurred in the delivery of the workshop will be provided by the NSW School Sport Unit.

PSC Learning to Lead (L2L) Grants

Secondary schools can apply online for a PSC Learning to Lead grant by mid Term 2 each year. To be eligible the minimum requirements include one secondary school and two partner primary schools **and** the secondary school has completed the Leading with Action training. The grant commences in Term 3 and runs until the conclusion of Term 2 the following year.

PSC Learning to Lead (L2L) Grant Funding inclusions:

Catering	Calculated at \$15 per person. Reimbursement is through the host school's L2L grant. Host school managers are encouraged to organise this as part of their planning day.
Transport	Calculated at \$250 per school (excluding host school). Reimbursement is through host school's L2L grant. Host school managers are encouraged to negotiate with other schools & organise this as part of their planning day.
Teacher relief	<p>Teacher relief costs for this workshop will be calculated at (2018-19) : Subtotal: \$442.00 (2018-19) \$443.35 (2019-20) GST: \$44.20 (2018-19) \$45.34 (2019-20) Total: \$486.20 (2018-19) \$498.70 (2019-20)</p> <p>Grant payment procedure for school administration staff:</p> <ol style="list-style-type: none"> 1. Host school will provide a sign on sheet for all attending DoE staff to complete on the day of L2L. 2. Host school office then creates a purchase order for each attending school.(Inter-school journal). 3. Upon receiving the purchase order attending schools create a sales order and this is sent to EdConnect for processing.
Online Acquittal	<p>Each host school manager will be required to complete a short online acquittal before the grant funding ceases at the end of Term 2. The acquittal outlines the expenditure used to conduct the Learning to Lead program.</p> <p>Grant funding does not roll over into the next financial year. It will be the responsibility of secondary schools to reapply for another PSC Learning to Lead grant each year. Check PSC website for opening/closing dates.</p>

PSC Leading with Action (LwA) Grants

Nominated host schools in each SLC will need to apply for a PSC Leading with Action grant by mid Term 2 each year. To be eligible the minimum requirement is three secondary schools.

At Leading with Action (LwA) teacher relief is provided for the host manager to:

- prepare for the workshop (1 day - payment rate includes GST)
- deliver the workshop (1 day – inclusive of GST as supervision is provided)

PSC Leading with Action (LwA) Grant Funding allocations:

Catering	Calculated at \$15 per person. Reimbursement is through the host school's LwA grant. Host school managers are encouraged to organise this as part of their planning day.
Transport	Calculated at \$250 per school (excluding host school). Reimbursement is through host school's LwA grant. Host school managers are encouraged to negotiate with other schools & organise this as part of their planning day.
Teacher relief	<p>Teacher relief costs for this workshop will be calculated at (2018-19) :</p> <p>Subtotal: \$442.00</p> <p>GST: \$44.20 (supervision is provided)</p> <p>Total: \$486.20</p> <p>Grant payment procedure for school administration staff:</p> <ol style="list-style-type: none"> 4. Host school will provide a sign on sheet for all attending DoE staff to complete on the day of L2L. 5. Host school office then creates a purchase order for each attending school.(Inter-school journal). 6. Upon receiving the purchase order attending schools create a sales order and this is sent to EDConnect for processing.
Online Acquittal	<p>Each host school manager will be required to complete a short online acquittal before the grant funding ceases at the end of Term 2. The acquittal outlines the expenditure used to conduct the Leading with Action program.</p> <p>Grant funding does not roll over into the next financial year. It will be the responsibility of secondary schools to nominate a host school to reapply for another PSC Leading with Action grant each year.</p>

Organisational checklist and resources for L2L workshops

Managers should use this checklist and accompanying resources to safely conduct a successful workshop.

	Actions	Resource
	Successful completion of Leading with Action training	
Before the event	Provide SLC principals with completed flyers	1, 2
	Initiative games for rotations	1a
	Schedule L2L workshop and alternative dates in all school calendars	
	Book venue	
	Establish contact list for schools and teachers attending workshop	
	Conduct and share risk assessment details of venue and supervision	3
	Consider wet/hot weather arrangements and prepare advice	
	Advise SLC schools of teacher relief entitlement and payment process	4
	Provide running sheet and permission note templates to participating schools	5,6,7
	Organise catering for visitors	
	Resources to support the PSC Sport Leadership program	8
	Request a Premier's Sporting Challenge Ambassador visit online	
	Print a sign on sheet for visiting teachers	9
On the day	Set out equipment for 5 rotations including initiatives games	
	Meet and greet visitors	
	Identify important facilities and out of bounds areas	
	Organise groupings of schools and stages and allocate to Stage 5 leaders	
	Promote key outcomes of the day	
	Monitor group dynamics and Stage 5 student performance	
	Conduct and collate student feedback sessions	
After the day	Following payment procedure for PSC Grants (Learning to Lead Page 10 or Leading with Action Page 17)	10, 11
	Provide workshop report, feedback and photos to SLC schools or PSC.	
Before the end of financial year	Host manager completes online acquittal for their school's PSC Grant.	

Workshop resources

Resource 1: Information flyer for primary principals

Sport Leadership Program – Learning to Lead Day

Dear Principal,

I would like to take this opportunity to invite your school to participate in the revised NSW Premier's Sporting Challenge (PSC) *Learning to Lead* one day workshop in 20__.

The *Learning to Lead Day* provides Stage 3 students from your school with the opportunity to develop leadership skills for active roles in school based sport and physical activity programs.

The PSC Sport Leadership *Learning to Lead* program has valuable links with departmental priorities and policy and has numerous benefits for your students and the school community. Detailed information about the links are provided on the reverse of this flyer for further information.

Other Stage 3 students from your local network of schools have been invited to attend the workshop hosted by your partner secondary school. At the workshop Stage 3 and 4 students rotate through five sport and physical activity sessions conducted by Stage 5 students who have been prepared as sport activity leaders as part of their Physical Activity and Sport Studies (PASS) course.

The focus of the day for Stage 3 students is the development of skills to lead playground physical activity and games with younger students on their return to school.

One day of teacher relief is provided to each participating school to supervise students at the workshop. Transport arrangements are at your school's discretion and costs will be remitted to schools from the NSW School Sport Unit.

The ***Learning to Lead Day*** for your school's sport learning community is scheduled to be held on:

_____ Back up date: _____

To confirm your school's participation and for more information please contact: _____

PSC Sport Leadership Manager at _____ RSVP Date: _____

I look forward to your school being part of the *Learning to Lead Day* and the wider PSC Sport Leadership program that encourages sport leadership opportunities for students in schools across NSW..

Kind regards,



Premier's Sporting Challenge Sport Leadership Program Linkages

Primary matrix

DoE connections	Outcomes	Application to school setting
Premier's Priorities in Action	Reducing overweight and obesity rates of children (aged 5-16 years) by 5% over 10 years.	Students are provided with increased opportunities to participate in sport & physical activity during transition times.
Wellbeing Framework	Addressing the physical, social and cognitive wellbeing of students.	A school culture that promotes physical health & fitness, social skills & friendship, empathy & resilience, peer support & mentoring and student leadership.
Leadership in Middle School Program (LIMS)	Providing more leadership opportunities to Stage 3 students and establishing connectedness between primary and secondary school.	Student Action Team (SAT) provides 'student voice' to work collaboratively with others and achieve collective goals. Students develop a familiarity with their partner secondary school.
Positive Behaviour for Learning (PBL)	Defining, teaching and supporting appropriate student behaviours	Reinforces the school's core values as well as social inclusion & a sense of belonging through participation in sport & physical activity. Engaged students = active learners.
PDHPE Syllabus Content strands: <ul style="list-style-type: none"> ▪ Games and Sports (ES1-S3) ▪ Active Lifestyle (ES1-S3) 	Increasing student competence & confidence in a range of games & sports. Developing skills & attitudes necessary for an active lifestyle.	A broad variety of games sports to deliver in transition times to promote a Physically Active School culture.
Physical Literacy Continuum Aspect – Personal & Social Attributes	Safety, cooperation, communication and conflict resolution within physical activity settings with a focus on inclusion of others and respectful participation in physical activity.	Sport and physical activity games which focus on small groups and promote social inclusion, acceptance & a sense of belonging.
English Syllabus Objective A	Developing knowledge, skills and understanding in order to communicate through speaking and listening.	Developing school student leaders to communicate more effectively with younger students through active listening.
Revised Sport & Physical Activity Policy	Supporting mandatory requirements for students (K-6) in weekly participation in sport and physical activity.	Providing more opportunities for students to achieve 150 minutes of planned physical activity across the school week.

Sport Leadership Program – Learning to Lead Day

Dear Principal,

Your school is an integral part of the NSW Premier’s Sporting Challenge (PSC) Sport Leadership program through its involvement in the Learning to Lead (L2L) and Leading with Action (LwA) workshops and its active role as a host for the L2L workshops.

The PSC Sport Leadership *Learning to Lead* program has valuable links with departmental priorities and policy and has numerous benefits for your students and the school community. More information about the Leadership Program linkages is provided in the matrix on the reverse of this flyer.

Students from your school may be involved the *Learning to Lead Day* workshop in the following way:

- **Stage 4** students join Stage 3 students from local schools to develop their understanding of the leadership strategies needed to lead sport and physical activity sessions with younger students.
- **Stage 5** students conduct sport specific sessions and leadership games to meet learning outcomes from the PASS course Sport Coaching module.

The NSW School Sport Unit funds 2 days of teacher relief for **one** staff member from your school to plan and host the L2L workshop.

Your school’s PSC sport leadership manager is _____

The Learning to Lead day is scheduled for _____ Back up date: _____

I look forward to your school continuing to support the PSC Sport Leadership programs by providing further leadership opportunities through sport for the students at your school.

Further details about the PSC Sport Leadership program is on the NSW Premier’s Sporting Challenge website.

Kind regards,



PSC Sport Leadership Program Linkages

Secondary Matrix

DoE Connections	Outcomes	Application to School Setting
Premier's Priorities in Action	Reducing overweight and obesity rates of children (aged 5-16 years) by 5% over 10 years	Students are provided with increased opportunities to participate in sport & physical activity during transition times.
Wellbeing Framework	Addressing the physical, social and cognitive wellbeing of students	A school culture that promotes physical health & fitness, social skills & friendship, empathy & resilience, peer support & mentoring and student leadership.
Leadership in Middle School Program (LIMS)	Providing more leadership opportunities to Stage 3 students and establishing connectedness between primary and secondary schools.	Student Action Team (SAT) provides 'student voice' to work collaboratively with others and achieve collective goals. Students develop a familiarity with their partner secondary school.
Positive Behaviour for Learning (PBL)	A positive, proactive system for defining, teaching and supporting appropriate student behaviours.	Reinforces the school's core values as well as social inclusion, & a sense of belonging through participation in sport & physical activity. Engaged students = active learners.
PDHPE Syllabus content strands: Strand 2: movement skill & performance Strand 4: Lifelong physical activity	Combines the features & elements of movement composition to perform in a range of contexts & environments Adopts roles to enhance their own and others' enjoyment of physical activity	Promotes a physically active school culture and provides students with the opportunity to extend their knowledge & skills of the PDHPE curriculum within the local network of schools.
Physical Literacy Continuum Aspect- Motivational & Behavioural skills Aspect- Personal & Social Attributes	Persistence, initiative & working independently in physical activity settings with a focus on values, attitudes & behavioural skills to plan for and participate in life long physical activity. Safety, cooperation, communication & conflict resolution within physical activity settings.	Students learn to role model strategies that promote inclusion and physical activity while building positive social interactions between students. Students adopt a leadership role that positively influences physical activity behaviours by planning and implementing enjoyable physical activity as coaches and mentors.
Physical Activity and Sport Studies (PASS) areas of study Physical Activity in sport in Society Enhancing Participation & Performance	Demonstrate actions and strategies that contribute to enjoyable participation and skilful performance Work collaboratively with others to enhance participation, enjoyment and performance. Display management and planning skills to achieve personal and group goals.	Students are provided with the opportunity to practically apply methods of enhancing performance, promoting physical activity and organising sport.
Revised Sport & Physical Activity Policy	Fulfilling mandatory requirements for students (7-10) in weekly participation in sport & physical activity.	Providing more opportunities for students to achieve 150 minutes of planned physical activity across the school week.

Resource 3: Risk assessment matrix

Managers should refer to information on the NSW School Sport Unit [website](#) for details on preparing a risk assessment for the L2L day.

Risk management plans and templates can be found at:

http://www.sports.det.nsw.edu.au/spguide/activities/general/resources/risk_manage.php

Managers use the risk assessment matrix to ensure the safety of students and inform decisions.

Consideration should also be given to the following DoE policies and guidelines to ensure appropriate safety measures on the day.

- Sport and physical activity safety guidelines
<http://www.sports.det.nsw.edu.au/spguide/activities/index.php>
- Supervision requirements
<http://www.sports.det.nsw.edu.au/spguide/activities/general/supervelfare/supervision.php#staf>
- Sun safety for students guidelines
https://detwww.det.nsw.edu.au/policies/student_serv/student_health/protect_sun/PD_20020055_i.shtml?level=Schools&categories=Schools%7Cwellbeing%7Chealth
- Anaphylaxis/allergies
<http://www.schools.nsw.edu.au/studentssupport/studenthealth/conditions/anaphylaxis/index.php>
- Weather conditions with a possibility of lightning
http://www.sports.det.nsw.edu.au/teacher_resources/media/lightning.pdf
- Supporting students during periods of extreme heat
http://www.sports.det.nsw.edu.au/teacher_resources/media/extreme_heat.pdf

In the event of hot weather, strategies to support students and staff are needed.

These include:

- using portable canopies and/or utilising shaded areas for planned activities.
- providing regular drink breaks for students to rehydrate.
- organising water stations for students.
- ensuring they carry water bottles with them at all times.
- offering alternate activities to avoid exposing students unnecessarily to the sun.
- students wearing hats and using other appropriate sun protection.
- avoiding students sitting for long periods in the sun.

Resource 5: Learning to Lead Running Sheet

Time	Session	Description
9.25-9.35	Welcome	Purpose of the workshop
9.40-10.30	Rotation 1	Sport specific session or Initiative Games
10.30-11.20	Rotation 2	Sport specific session or Initiative Games
11.20-11.35	Recess	10-15 minutes
11.35-12.25	Rotation 3	Sport specific session or Initiative Games
12.25-1.15	Rotation 4	Sport specific session or Initiative Games
1.15-1.40	Lunch	
1.40-2.20	Rotation 5	Sport specific session or Initiative Games
2.20-2.30	Stage 3 Informal evaluation and dismissal	Sample questions: What is one new skill you learnt today? What did you learn about leadership today? Would you change anything about today? If so, what?
	Stage 4 Equipment collection	
	Stage 5 Observation of Stage 3 feedback	
2.30 -2.40	Stage 5 Informal evaluation	Sample questions: What sessions did you run and what worked well? How did you share the responsibilities in your group? Did you have to change any activity? Why did you modify the activity? Did it work? What improvements would you make next time?
	Stage 4 Return equipment to manager	
2.40-2.50	Stage 4 Informal evaluation	Sample questions: What were some of the strategies that the student leaders used to promote participation & student engagement?
	Stage 5 observation of Stage 4 feedback	
2.50-3.00	Student dismissal	

SCHOOL LETTERHEAD

NSW Premier’s Sporting Challenge Learning to Lead Day

Dear Parent/Caregiver,

.....Public School has been invited to attend the NSW Premier’s Sporting Challenge Learning to Lead day. This one day workshop will be held at on.....

Your child has been chosen to represent our school and participate in a variety of sport sessions to develop leadership and sport specific skills. Students are required to wear the school’s sport uniform on the day.

Supervision on the day will be provided by Transport to and from the venue will be by(bus/private transport). Your child should meet the accompanying teacher and other students at the school office at and will return to the school at for dismissal at the usual time.

Students attending the day will receive an official NSW Premier’s Sporting Challenge participation certificate.

There is no cost for attending this day.

Please return permission note by

Kind regards,

Excursion Co-ordinator

Principal

Date

I/give permission for my child of classto attend the NSW Premier’s Sporting Challenge Learning to Lead day at on.....

I understand transport to and from the venue will be by

Signed.....Parent/Caregiver

Date.....

SCHOOL LETTERHEAD

NSW Premier’s Sporting Challenge Learning to Lead Day

Dear Parent/Caregiver,

.....High School is continuing to participate/is participating in the NSW Premier’s Sporting Challenge Learning to Lead day. This one day workshop will be held at on

Students from our school are involved in the workshop as either leaders (Stage 5) or participants (Stage 4).

Your child has been selected to attend the workshop based on a demonstrated interest and skills in sport coaching or as part of the PASS course requirements.

The workshop provides opportunities for our students to develop skills as leaders and to understand how to manage and organise small, physically active groups of students.

Supervision of our students will be provided by a member of our school staff. Your child should meet and other students at Dismissal from school will occur as per normal arrangements.

Each student will receive an official NSW Premier’s Sporting Challenge participation certificate.

There is no cost for attending this day.

Please indicate your consent by (date)

Kind regards,

PSC Sport Leadership Manager

Principal

Date

I/give permission for my child of classto attend the NSW Premier’s Sporting Challenge Learning to Lead day at on.....

Signed.....Parent/Caregiver

Date.....

Resource 8: Resources to Support the PSC Sport Leadership Programs

Managers can view and share the introductory videos to prepare teachers and students for the workshop. These are available on the School Sport Unit Youtube website.

Video: Implementing Learning to Lead Program

<https://www.youtube.com/watch?v=cBCpbjOUHgA>

Video: You're the Coach

<https://www.youtube.com/watch?v=NLxf6MaltWU&list=PLvxhZWOPWjgZ11a7p7iPfx-FQn1eJ00QP&index=2>

Video: Small Team Games

https://www.youtube.com/watch?v=cp4ibZj_Xws&list=PLvxhZWOPWjgZ11a7p7iPfx-FQn1eJ00QP&index=3

Video: Sport Leadership Learning to Lead

<https://www.youtube.com/watch?v=Y2uHaRRj8DI&index=5&list=PLvxhZWOPWjgZ11a7p7iPfx-FQn1eJ00QP>

Suggestions for Implementing the Sport Leadership Program into Primary Schools

- Using the student leaders attending the PSC Learning to Lead to conduct lunchtime activities with students in K-5.
- Suggested times could be during Term 3 to coincide with the school-wide 10 week Premier's Sporting Challenge.
- Meet with student leaders one day per week and during this time to get them to plan the activities they will deliver during the following week.
- Use funding grant from PSC to purchase new sports and novelty equipment.
- It could be structured to target specific grades on specific days.
- Identify areas of the playground to conduct the sport and physical activity.
- Create a logbook for student leaders to record the activity/date/students (optional).
- Commitment to the program could determine the awarding of the PSC medallion.

Benefits of the Program

- Provides additional responsibility to House Captains/ Vice Captains and other Stage 3 students not already involved in leadership roles within the school.
- Makes use of available sports equipment in the school.
- Reduces the incidence of playground misdemeanours.
- Promotes greater participation in sport and physical activity.

These student leaders can be trained and allocated to a particular class within the school to complete student participation levels for the PSC e-wall chart in consultation with the class teacher.

