

Overview

This unit is about leading a session – for example, a coaching, teaching or instructing session, an outdoor activity session, or a recreational ‘taster’ session for a particular sport or activity. The purpose of the session could be to:

1. give people an introduction to a sport or activity
2. offer people fun and enjoyable recreational activities
3. help them to grow as individuals
4. develop their social skills
5. encourage future participation and progress in the sport or activity
6. meet certain curriculum requirements – for example the national curriculum

or a curriculum designed by a national governing body of sport. The unit is divided into three parts. The first part (page 1) gives some examples and explanations of some words we use in the unit. The second part (pages 3-6) describes the four things you have to do. These are:

D22.1 Prepare participants for the session D22.2 Introduce the participants to activities D22.3 Lead activities in the session D22.4 Maintain and encourage effective working relationships during the session The third part (pages 7-8) describes the knowledge and understanding you must have.

Target Group This unit is for people who can lead a sport, recreation or outdoor activity session with limited supervision, typically in a controlled environment.

Performance criteria

You must be able to:

- P1 meet the **Participants** on time
- P2 help the **Participants** to feel welcome and at ease
- P3 follow your organisation's procedures for checking the **participants'** present
- P4 make sure the **participants'** dress and equipment are safe and appropriate
- P5 organise the **Participants** so that you can communicate effectively with them
- P6 explain the **Aims** and content of the session to all the **Participants**
- P7 find out if the participants have any relevant experience you could build on
- P8 make sure the **Participants** are mentally and physically prepared for the planned activities
- P9 explain and demonstrate **key points** to the **Participants**, using methods appropriate to their needs
- P10 emphasise the importance of, and reasons for, these **key points** to the participants
- P11 encourage the participants to ask questions
- P12 answer the **Participants'** questions helpfully and clearly
- P13 check that the **Participants** understand what you want them to do
- P14 motivate the **Participants** without putting them under undue stress
- P15 make sure the **Participants** are following your instructions throughout the session
- P16 follow your planned procedures for health and safety and environmental protection
- P17 develop the session at a pace suited to the **Participants** and in a way that meets its aims
- P18 give the participants clear and supportive **Feedback** at appropriate points
- P19 provide the **Participants** with additional explanations and demonstrations when necessary
- P20 encourage the **Participants** to say how they feel about the session and respond to their feelings appropriately
- P21 vary your session plan to meet new needs and opportunities
- P22 identify any new risks during the session and respond to these correctly
- P23 communicate and interact with **Participants** in
 - P23.1 way that is appropriate to their needs
- P24 maintain a relationship with **Participants** that is in line with good practice, industry values and ethical requirements
- P25 give adequate attention to each **participant** in the group, according to their needs
- P26 encourage effective communication and interpersonal skills between

Participants and between **Participants** and staff make clear to **Participants** the effect their behaviour has on others highlight types of behaviour that have a positive effect on the group as a whole identify and challenge discriminatory and other unacceptable behaviour in a way that maintains the emotional welfare of the **Participants** and follows agreed procedures identify and deal with disagreements between **Participants** or between **Participants** and staff promptly and fairly

Knowledge and understanding

You need to know and understand:

K1

- K1.1 the values or codes of practice relevant to the work you are carrying out
- K1.2 the requirements for health and safety that are relevant to the activities you are planning, for example: your organisation's health and safety policies and procedures, the Health and Safety at Work Act, requirements for activities in the scope of National Governing Bodies, requirements for activities in the scope of the Activity Centres (Young Person's Safety) Act where these are relevant
- K1.3 the impact that the activities you are leading could have on the environment and how to minimise this impact
- K1.4 the aims and content of the session you are leading
- K1.5 the plans for the session you are leading, including health and safety procedures
- K1.6 the importance of following your plans for sessions or varying these plans to meet new needs and opportunities
- K1.7 the importance of being able to communicate clearly with your participants according to their needs
- K1.8 how to communicate clearly with both individuals and groups
- K1.9 the importance of adapting your plans and methods to meet each participant's individual needs
- K1.10 0 why participants must be motivated to learn effectively
- K1.11 1 the importance of the participants receiving clear and supportive feedback on what they have achieved
- K1.12 2 situations in which you may need to give participants extra motivation
- K1.13 3 different methods you can use to motivate participants without putting undue pressure on them
- K1.14 4 the record keeping procedures you must follow

For D22.1 Prepare participants for the session

- K2 participant dress and equipment required for the activities you are leading
- K3 why recording attendance may be important in some contexts
- K4 why it is important to explain the aims and content of the session
- K5 why it is important to find out about participants' previous experience
- K6 why participants must be mentally and physically prepared for the activities they will be involved in
- K7 the methods you should use when preparing participants mentally and physically for the activities they will be involved in

For D22.2 Introduce the participants to activities

- K8 the key points that must be explained to participants before they begin activities

- K9 the types of questions or problems that participants may have
- K10 methods you can use to explain and demonstrate key points
- K11 the importance of encouraging question and answer sessions
- K12 methods you can use to make sure participants understand what you want them to do
- For D22.3 Lead activities in the session
- K13 how to supervise the participants during the session
- K14 the levels of supervision that are appropriate to different activities and types of participants
- K15 when and when not to intervene in an activity
- K16 the methods you should use to help the participants to achieve the aims of the session
- K17 how to gauge participants' feelings about activities and how to respond to these
- K18 the types of new risks, needs and opportunities that could occur during a session that may require you to adapt your plans
- For D22.4 Maintain and encourage effective working relationships during the session
- K19 legal requirements, industry values and ethical codes that affect your relationship with participants
- K20 types of behaviour when working with participants that could be interpreted as inappropriate
- K21 the importance of good working relationships between participants
- K22 why each participant should receive adequate attention
- K23 ways of working that encourage communication and interaction between participants
- K24 how to balance the needs of individual participants with those of the group as a whole
- K25 the importance of encouraging participants to communicate and relate effectively with others
- K26 types of behaviour that have a positive and negative effect on the group and why you should highlight these
- K27 types of discriminatory and other unacceptable behaviour that must be challenged and why
- K28 the importance of maintaining participants' emotional welfare
- K29 methods and procedures for dealing with discriminatory and other types of unacceptable behaviour
- K30 methods and procedures for dealing with conflict

Additional Information

Scope/range related to performance criteria

From your work you must show that you have prepared at least two of the following types of:

1. participant
2. adults
3. children and young people
4. people with particular needs

and explained at least two of the following types of

5. **Aims**
6. recreation
7. curriculum-based
8. personal and social development
9. encouraging future participation and progress in the sport or activity

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above. D22.2 Introduce the participants to activities

From your work you must show that you have explained and demonstrated all of the following:

10. key points
11. health and safety
12. rules for behaviour
13. skills and techniques
14. use of equipment
15. environmental protection

to at least two of the following types of

16. participant
17. adults
18. children and young people
19. people with particular needs

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above. D22.3 Lead activities in the session

From your work you must show that you have led activities involving two

of the following:

- 20. participant
- 21. adults
- 22. children and young people
- 23. people with particular needs

helped these participants to achieve two of the

- 24. **Aims**
- 25. recreation
- 26. curriculum-based
- 27. personal and social development
- 28. encouraging future participation and progress in the sport or activity

and provided both of the following types of

- 29. **Feedback**
- 30. to individuals
- 31. to groups

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above. D22.4 Maintain and encourage effective working relationships during the session

From your work you must show that you have maintained and encouraged effective working relationships involving two of the following types of:

- 32. participant
- 33. adults
- 34. children and young people
- 35. people with particular needs

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

the people the candidate is leading during the activity

Prepare participants for the session

**This unit will provide some evidence for the following QCA Key Skills
Communication 2.1a, 2.1b, 2.2, 2.3 Application of Number 1.1, 1.2, 1.3**

Working with Others 2.1, 2.2, 2.3 Problem Solving 2.1, 2.2, 2.3

**and the following SQA Core Skills Communication Intermediate 1
Numeracy Access 3 Working with Others Intermediate 1 Problem
Solving Intermediate 1**

Glossary

Aims

Curriculum based

Discriminatory behaviour

Encouraging future participation and progress in the sport or activity

Environment

Ethical

Feedback

National requirements for the activity

Rules for behaviour

Participants

People with particular needs

Personal and social development

Physically and mentally prepared

those which were set for the activity during the planning stage; these will usually have been worked out by a more senior colleague

in an educational context, this may refer to the requirements of the national curriculum or requirements laid down by the national governing body of the sport or activity

behaviour that is unfair to members of certain groups in society, for example women, black people, people with disabilities, people from underprivileged backgrounds, or people who are gay

giving the participants the opportunity to pursue the activity further at a later stage

SKLALD22 - SQA Unit Code FA3T 04

Lead a session

the area in which the activity takes place; this could be an indoor facility or a natural outdoor environment

following the values statement for your area of work

providing participants with information and guidance on what they are doing, learning and achieving

those laid down by relevant national governing bodies where these apply

requirements for the activity and relevant organisational policies; these are likely to include rules against vandalism, bullying or other forms of anti-social

Links to other NOS

1. This unit links closely with units D21 and D23.
2. **Place in the NVQ/SVQ Framework**
3. This unit is a core unit in the level 2 Activity Leadership.

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Lead a session

Developed by	SkillsActive
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Relevant occupations	Associate Professionals and Technical Oc; Leisure, travel and tourism; Sport, leisure and recreation; Sports and Fitness Occupations
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