



Mini Leadership Resource



The purpose of Mini Leaders

A successful Mini Leaders programme can be extremely beneficial for your school. A group of Mini Leaders will increase the amount of extra-curricular delivery within school as well as providing a valuable link between staff and students

The experience of being part of a Mini Leaders programme will also be valuable for the students. Something they will draw upon when heading to secondary school with the programme having the potential to improve communication, leadership, organisation and confidence among other qualities

Selecting Mini Leaders

Use an assembly or class presentation to introduce the programme, its requirements and benefits to your target age groups or select students based on your prior knowledge of them. You could then ask students to apply to be part of the programme if appropriate

Generally Mini Leaders should be selected from Y5 and 6 but responsible Y3/4's can also be considered. Key characteristics you should look for when selecting Mini Leaders are responsibility, maturity, confidence and communication skills. In other words you need to be confident in their ability to lead a group of other students safely.

Structuring a Mini Leader programme

The number of Mini Leaders you choose depends on the amount of activity you would like to be delivered each week. Generally you should try to avoid asking your Mini Leaders to deliver more than twice a week to ensure engagement is maintained. At least 2 Mini Leaders will be needed to deliver a session or activity so if you would like extra-curricular activity 4 days a week, 4 Mini Leaders should be selected and so on.

Once you have selected a group of Mini Leaders to work with it is important to meet with them to introduce what you require of them, answer any questions and set up a weekly rota of activity. This would also be an opportunity to discuss key responsibilities further and introduce some activities the leaders could use.

It is then vital that these students observe you delivering at least two sessions seeing a variety of activities. Ideally this would take place within the first week of your programme giving you an opportunity to watch and feedback to your Mini Leaders as they deliver activities and parts of your sessions. It is useful at this stage to give each student a number of points to work on such as clearer explanations, more demonstrations etc

Once you are happy that your group can deliver activities on their own you can step away somewhat, ensuring you observe each student at least once per week thereafter to offer support and guidance

Developing a Mini Leaders programme

The programme can be delivered for as much of the school term as you wish, but you'll likely notice that the more experience your students gain in delivering and the more ownership of the programme they are allowed the more confident and capable they become

It is important to monitor your students closely and meet with them at least once per half term to reaffirm their responsibilities, offer support and ideas on how to keep the sessions fresh. One way to do this would be rotating the pairs/groups of leaders who work together

A well organised, motivated group of Mini Leaders will save you a huge amount of time over the course of a year and will also become a vital component of your school environment

Frequently asked Questions

Q: How often should Mini Leaders be asked to run activities

A: No more than two lunchtimes/afterschools per week

Q: How much training will they need

A: If you have chosen well two meetings/discussions as well as the opportunity to observe you regularly will suffice – as long as you monitor them regularly

Q: What happens if one of the students drops out of the programme

A: If you feel it is appropriate to do so you can replace them with another student, or restructure your existing group to cover the gaps

Q: How should I promote the programme

A: A slot in assembly would reach the most students, bearing in mind it is mainly Y5/6 you are targeting. Alternatively you could invite a smaller group of students to a meeting

Q: Could I utilise the Mini Leaders group outside of their delivery

A: Definitely, an engaged leadership group can act as a link between staff and students, meaning they can be used as advocates of what you're doing as staff in lessons and wider school

Q: How can I make sure one or two more confident students don't dominate the group

A: Ensure you rotate the students between 'lead coach' and 'assistant coach' so if one Monday student A is lead coach they will be assistant coach on Wednesday etc

Dragon Treasure

DRAGON



How to play?

One person (the dragon) sits with their back to the rest of the group with treasure (the shapes on the diagram) scattered around behind them. From the Home line people (the circles on the diagram) must try and steal the treasure. If the dragons turn around the players must freeze. If they are seen they must return to the home line.

Equipment

- Small pieces of equipment such as bean bags and balls for the treasure

Safety points

- Make sure children are aware of other players to avoid collisions
- Make sure the treasure is safe equipment to use

Challenges/Changes

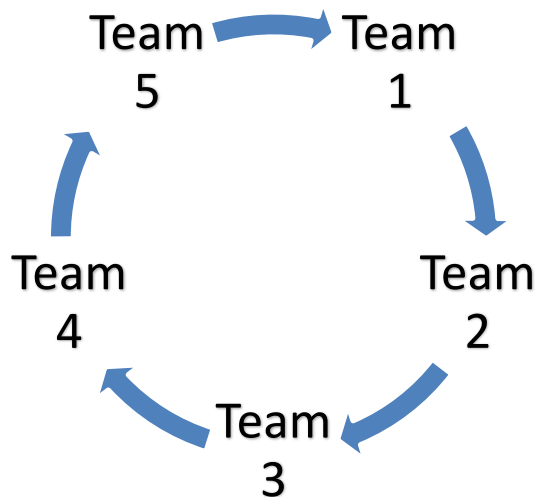
- Can you sprint back the whole distance?
- Move the treasure closer to the home line
- Spread treasure out to make it easier
- Move the treasure closer to the dragon to make it harder

Ozzy says:

- Dodge others in the group when your running back from the treasure!



Tag Relay



How to play?

Five teams of four runners are set out in a circuit as shown on the diagram. The course can be either square or circular and the teams & numbers can also vary. The objective of the game is in your team to take it in turns to run round the circuit and back to your team and pass the baton/bean bag. If you manage to tag the team in front of you before returning to your team, you get extra points and the race is restarted.

Equipment

- Markers
- Quoits or batons (Optional)
- Mats

Safety points

- Make sure no-one is on track other than the runners
- Make sure tagging is done on the back and safely

Changes/Challenges

- Reduce the distance between runners to make it easier
- Increase the numbers in each team to make it easier
- Introduce a baton to be passed on to make it harder
- Increase distance between runners to make it harder

Ozzy says:

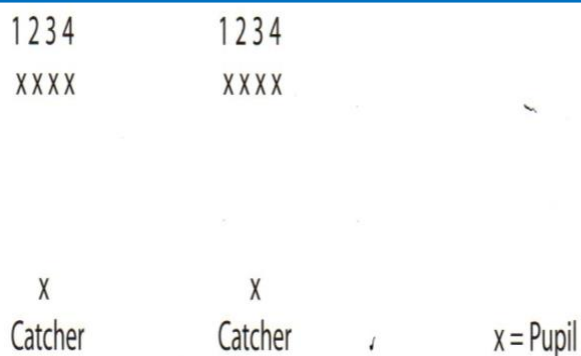
- Make sure you have enough space to race!
- Children not racing will be best sitting inside the coned area



Corner Ball

How to play?

The ball is thrown to each player in turn and returned. The last player takes the place of the thrower who then joins the line as number one. The game is won by the team that returns to their original place in the line.



Equipment

- One large ball per team

Safety points

- Make sure the ball is soft and an appropriate weight
- Ensure students are spaced out so there are no collisions

Changes/Challenges

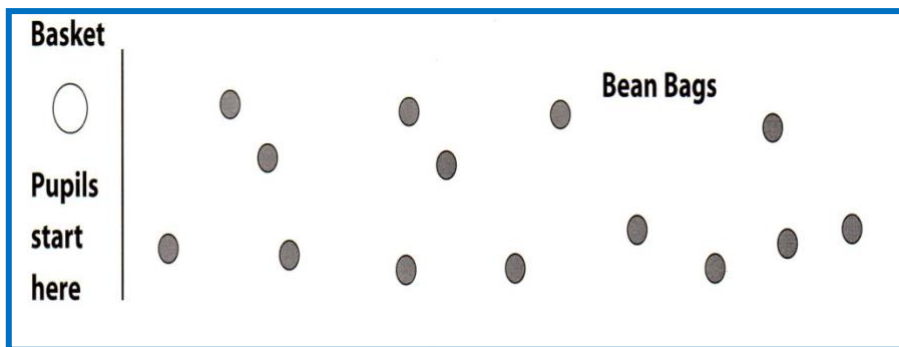
- Time the groups to make it harder, who can do it the fastest?
- Stand the front thrower closer to their team.
- Stand the thrower further away from the team line to make it harder.

Ozzy says:

- Try using a bigger ball to make the game easier, or a smaller one to make it more difficult



Beanbag Pick Up



How to play?

Pupils try and pick up as many beanbags as possible and return them to the basket in 30 seconds. Pupils are only allowed to pick up one beanbag at a time and must be returned to the basket before another is collected. A point is awarded for each beanbag collected in the basket.

Equipment

- Beanbags
- Small balls
- A basket or tub

Safety points

- Make sure pupils are aware of other players, especially when picking up a bean bag

Changes/Challenges

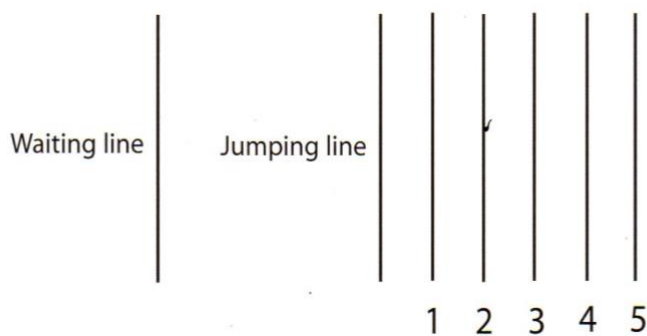
- More than one bean bag can be picked up at a time to make it easier
- Only certain people can score in the basket to make it harder
- Does it make a difference to the score if you decide who is going to collect the beanbags furthest away/nearest to you?

Ozzy says:

- You can either play this game in teams or have individual races against the clock!



Jumping Challenge



How to play?

Pupils are to jump from a stationary position from behind the jumping line. They should jump from two feet and land with two feet. The aim is to jump as far as possible in order to score the most points. The rest of the group must stand and wait behind the waiting line. Have two or more stations to reduce the waiting time.

Equipment

- Flags
- Cones
- Markers
- Long Jump mat if you have one

Safety points

- Check the landing area for spills or rubbish
- Make sure the children are wearing correct footwear

Changes/Challenges

- Jumping two feet to two feet.
- Jump one foot to one foot to make it harder.
- Does swinging your arms make a difference?
- Give point targets for the pupils to try and reach.

Ozzy says:

- Make sure the surface where children are landing is clear and dry! We don't want any slips!



Throwing Challenge

Waiting Line Pupils B & C	Throwing line Pupil A	1 points	2 Points	3 points	4 points	5 Points	6 points	7 points
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Equipment

- Balls/ beanbags to throw
- Markers
- Cones

Safety points

- Make sure your using an appropriate object to throw
- Ensure no throwing takes place while the balls are being collected

Changes/challenges

- Change the style of throw to make it harder, Eg; overhead, shoulder, chest.
- Adapt the area to make it bigger or smaller.
- Give the pupils a target number of points to reach.
- Make teams and add their scores together to get a team score. Help the children add their scores together to help with their numeracy

How to play?

Pupils must aim to throw the ball as far as they can to score as many points as possible. Pupils waiting to throw must stand behind the waiting line and the person throwing must start from the throwing line. Both feet must be behind the line.

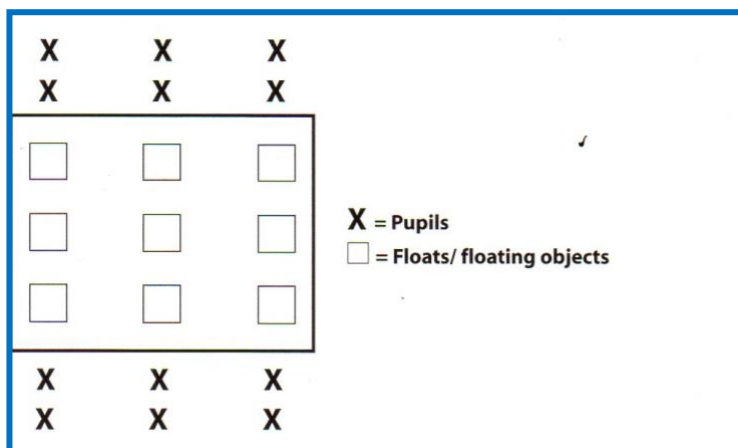
Make sure you choose a ball that is heavy enough to provide a challenge but light enough for the children to throw

Ozzy says:

- Make a rule that non-throwers must wait behind the waiting line! Safety first!



Obstacle Race



How to play?

The first pupil completes the course who then tags the next player. That player then completes the course from the opposite side so that at the end both teams will have swapped side. The fastest team to complete it will win.

If any obstacles are knocked over they should be picked up when it is safe to do so

Equipment

- Variety of floating equipment/hurdles
- Hoops
- Balls
- Cones
- Bibs

Safety points

- Make sure pupils are running in their lane
- Spread the teams out
- Ensure only one runner from each team goes at a time

Changes/Challenges

- Put more or less equipment out.
- Change the size of the teams.
- Time the teams to see who can do the fastest time.
- Set a time target to reach.

Ozzy says:

- Spread the teams out so theres plenty of space!
- Make sure the obstacles are safe to jump/climb over



Traffic Lights

Word	Action
Green Light	Run around
Amber Light	Sit down
Red Light	Stop
Traffic Jam	Whole group into a straight line
Speed Bumps	Jump around
Reverse	Slowly walk backwards
Roundabout	Run around the whole area in a big circle
Pedestrian Crossing	Whole group as to lie down length ways
Blue Light	Symbolise police, children run fast saying 'nee nar, nee nar'

Equipment

- Cones
- A marked out area.

Safety Points

- Be aware of the other pupils moving around the area.
- Make sure that the area is big enough.

Changes/challenges

- Add in different actions that involve the pupils working in small groups or pairs.
- Could any equipment be added in to the actions?
- Say the actions faster in order to try and catch them out and make them react faster.

How to play?

Pupils must complete the action which is shouted out by the leader while running around in the marked out area. All players must stay in the area and avoid crashing into each other.

Ozzy says:

- Why not try adding a rule where the last one to complete the action is out, that results in a winner!!



Aboard Ship

Word	Action
Captains Coming	Salute
Scrub the Deck	Pretend to scrub the deck on your hands and knees
Man the Lifeboats	Sit down in pairs and pretend to be in a lifeboat rowing
Shark Attack	Panic as if sharks are attacking the boat
Rats Aboard	Pretend you are avoiding rats running around your feet
Captains Wife	Curtsy or bow to the person nearest you

Equipment

- Marked out area

Safety Points

- Make sure that the children are aware of each other as they move around the area
- Ensure actions are being performed safely – for example not jumping onto knees

Changes/Challenges

- Add moves to make it more complicated
- Remove moves to make it easier
- The fastest person to react to the word gets a point
- Last person to do the move is out

How to play?

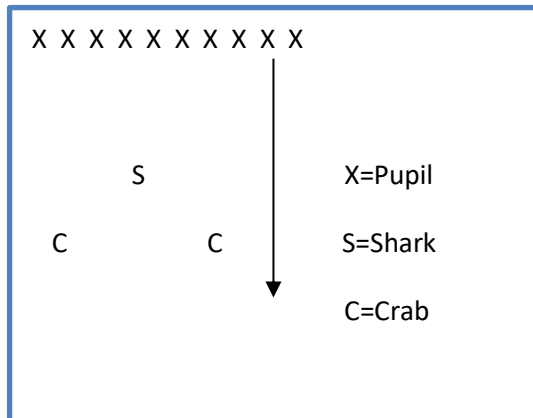
Complete the action that is shouted out while staying within the marked area. The last one to do the move is then out until you eventually have a winner.

Ozzy says:

- Why not try making up some actions of your own?



Sharky Sharky



How to play?

All the pupils start at one end of the hall/gym. You have one shark to begin with who is the 'tagger' who is allowed to run anywhere. To start the game the shark shouts 'sharky sharky' so that the pupils have to make it to the other side of the gym without being tug. The first two people tug become crabs who can only tag people by moving sideways. Everyone else once they have been tug become seaweed and must keep their feet still and only tag people by moving their arms. The last person in is the winner.

Equipment

- Marked out area
- Bibs to identify the sharks and crabs

Safety Points

- Be aware of the size of the area
- Don't run into the walls
- Be aware of the other children running around
- Encourage safe tagging and exclude anyone tagging to roughly

Changes/Challenges

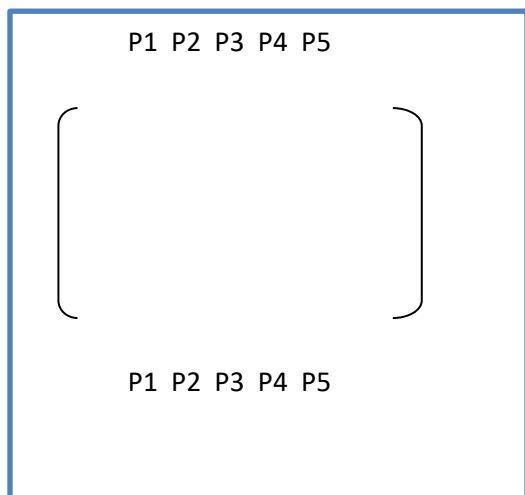
- Have two sharks to start with to make it harder
- Can you add in any more sea life to make the game harder?
- After the two crabs only have the first 5 people as seaweed to make it easier to get across the sea

Ozzy says:

- Make sure you give as many children a chance to be a shark as possible! Everyone will want to be a shark!



The Number Game



How to play?

Split the group into two teams. In the two teams give them a number each (if there is a team of 4 players number them one to four). You then take it in turns to throw a ball into the middle and shout out a choice of numbers. The numbers that are called out have to go and try and score a goal with the ball. This can be used for any invasion game, Eg; football, netball, basketball. Each time a goal is scored the teams reset and you shout out different numbers. For every goal one point is scored.

Equipment

- A goal (football net, basketball hoop, netball post etc).
- A ball (football, basketball, netball etc)
- Bibs

Safety points

- Make sure that the area is an appropriate size
- Make sure the ball and goals are an appropriate size
- Be aware of other pupils going for the ball

Changes/Challenges

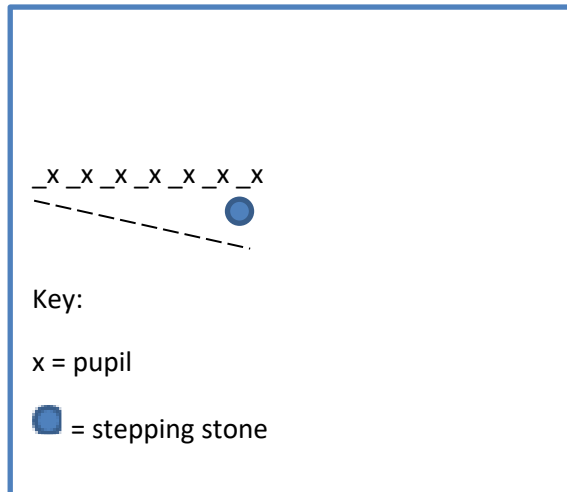
- Call out one number at a time to make it easier
- Call out more than one number at a time to make it harder
- Give them a time limit before they need to score

Ozzy says:

- At the end of the game shout out every single number and watch everyone go crazy!!



Over the River



How to Play?

Set out a 'river' which is narrow at one end and gets wider and wider. Put players into pairs.

Aim of the game is to jump over the river at the widest point possible. Pairs should take it in turns to jump and move up the river when they can both jump over the river successfully. Pupils should jump with both feet on the floor, landing with both feet and bending knees. Swing arms to help get more distance.

When pupils cannot jump any further give each pair a spot to use as a stepping stone. This can be placed in the river to help pupils move up the river.

Equipment

- Strips/cones
- Flat, non-slip spots

Safety points

- Make sure that the area is an appropriate size
- Make sure pupils only jump from one side of the river and walk around to get back
- Make sure there is enough room between the pairs to avoid bumping into each other

Changes/Challenges

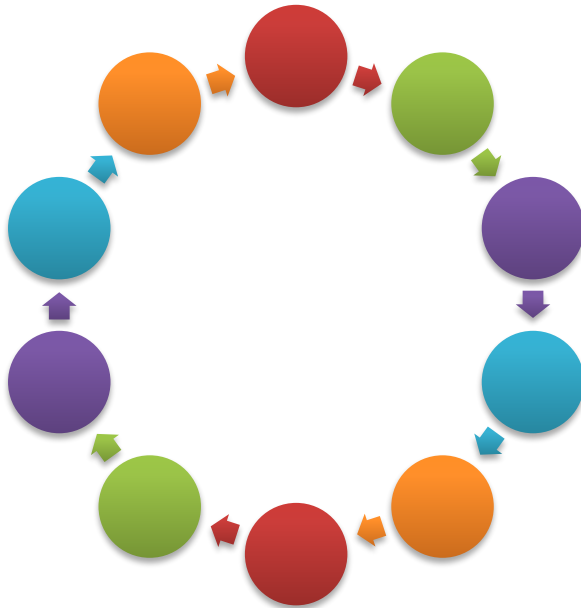
- Set up two rivers if possible – have a narrow and a wide river to allow children to aim for the wider river
- When using the stepping stone encourage children to land on one foot and jump from the same foot if possible

Ozzy says:

- Make sure everyone is jumping from a standing start, no run ups allowed!



Colour Relay



How to Play?

Set out a large circular track with different colour spots. The spots are placed in colour order with five different colours. Children stand on a coloured spot around the circle. The leader calls out a colour and all children standing on that colour race around the track and back to their spot, the first child back is the winner.

Racers could be put in teams with points scored for 1st, 2nd, 3rd etc

Equipment

- Flat, non-slip spots

Safety points

- Make sure that the area is an appropriate size
- Make sure pupils who are not running stand inside the circle out of the way
- Make sure pupils overtaking do it on the outside safely
- Make sure everyone is running the same way round the circle

Changes/Challenges

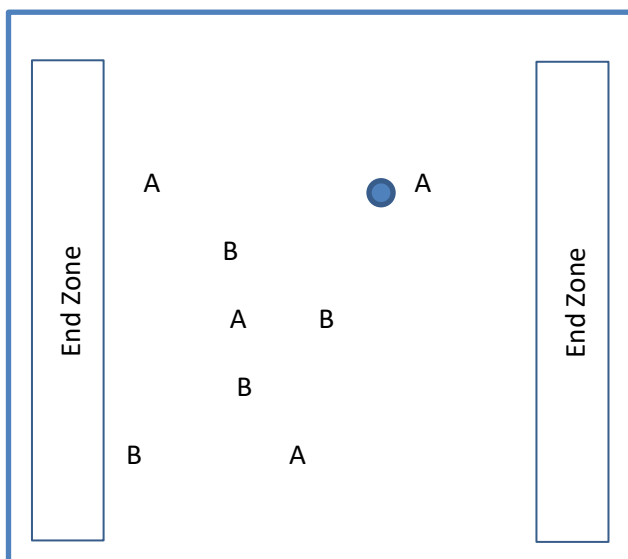
- Set up two tracks if possible – if not group pupils together
- Increase the distance or number of laps to make it harder

Ozzy says:

- Swap the children onto different colours to match their speed, that'll make for a closer race!



End Ball



Key:

A = Team A

B = Team B

● = Ball

How to play?

Split the group into two teams of no more than 6 players. Use more courts if needed.

The aim of the game is to pass the ball to your teammates to move up the court towards the goal area. A goal is scored by passing the ball to a team-mate inside the goal area. Players are not allowed to move with the ball. Players cannot touch another player or snatch the ball from their hands. Use cones to mark out a court. If the ball goes out of the court it goes to the other team

Equipment

- Cones/spots to mark out court and endzone
- Soft, large ball

Changes/Challenges

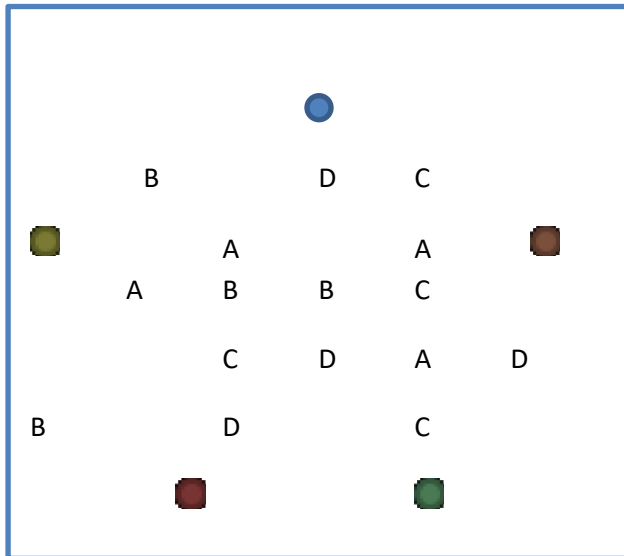
- If too easy challenge one or both teams to complete 5 passes before scoring
- Set a challenge of each player must touch the ball before scoring
- Encourage different types of passes – over arm, underarm, roll pass, bounce pass
- Encourage quick passing, maybe set a 2 second time limit for each player to hold the ball

Ozzy says:

- Make sure there is enough space to play the game
- Make sure there is no contact and no one snatches the ball



Where does it belong?



Key:

A = Team A player

● = Cone/group

Equipment

- Cones/spots to mark out groups
- Bibs

Changes/Challenges

- Make the area larger and encourage pupils to use the whole space
- Change the movement type regularly – some others might be jogging, sprinting, walking, moving backwards, jumping or hopping
- Change the type of forfeit, maybe use burpees, press ups, squats or lunges – but always make sure forfeits are done as a group

How to play?

Split the group into four even teams and give each team a different colour bib to wear.

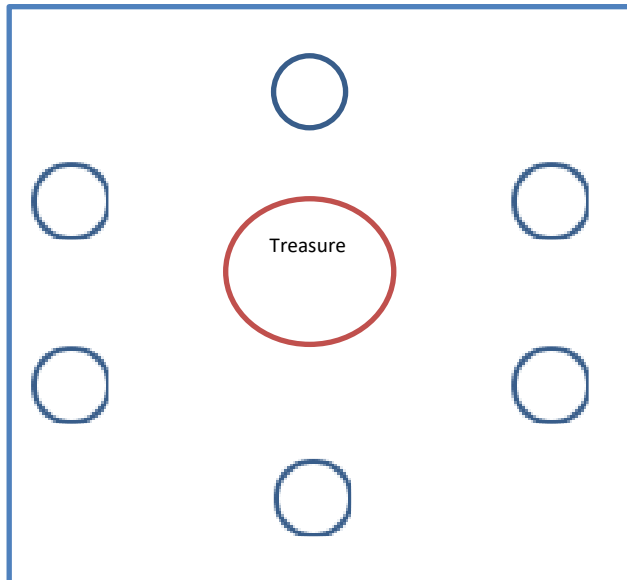
Place four or five cones around a large area, then choose a topic for the game – maybe something like food groups. Label each cone a different food group (fruit & veg, carbohydrates, proteins, dairy, sugar) Ask the group to move around the space in a certain way for example skipping or side-stepping. Shout out a food – 'BANANA' then pupils have to run to the group they think it belongs too. The first team to reach the cone gets 10 points, the last team, or any team who are incorrect must do a forfeit, for example 10 star jumps

Ozzy says:


- Make sure you remember the score so there is a winning team
- Use different topics for your game – try maths questions or types of words



Treasure Island



Key:

 = treasure chest

Equipment

- Hoops
- PE equipment (cones, spots, bibs, balls)

Changes/Challenges

- Make the area larger to get children to run further
- Award points for different items of treasure so teams have to look for the best ones
- Limit children to one type of movement such as hopping – like a pirate on one leg
- Make sure only one child goes at a time from each team – try putting different coloured bibs on each team so you know who's who!

How to play?

Split the group into six teams. Each team has a hoop and is positioned in a space around the outside of the hall. Put 30-40 PE objects like cones/bean bags/bibs or balls inside two large hoops in the middle. On 'GO' the first child from each team runs to the middle and takes a piece of equipment back to their treasure chest, then tags the next team member who does the same.

At any time the activity leader can call 'pirate attack!' this means everyone can go around to other teams islands and steal one piece of treasure for their own treasure chest. Children must only go to the same island once and cannot block another team from stealing their treasure.

On 'STOP!' the children go back to their treasure chests to count the treasure. The team with the most treasure is the winner.

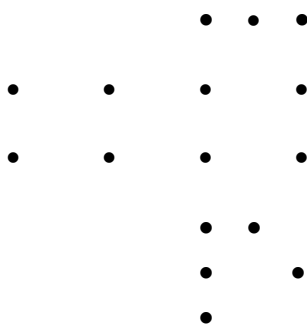
Ozzy says:

- Keep an eye out for children trying to block others from getting their treasure



Domes and Dishes

Starting area – Team A



Starting area – Team B

Key:

• = cone

How to play?

Split the group into two equal teams. One team should be called 'domes' while the other should be called 'dishes'

Set out a 'starting area' using cones or spots where each team should start the game from.

Place 30-40 cones around the hall putting some the right way up and some upside down. The aim of the game is for the 'dome' team to get as many cones the right way up as possible while the 'dishes' team tries to flip the upside down.

Say 'GO' to start the game and time 1 minute on a stopwatch then shout 'STOP' the team who have the most cones their way round are the winners.

Children are not allowed to flip the same cone twice in a row, and there is no guarding/blocking allowed

Equipment

- Lots of cones

Changes/Challenges

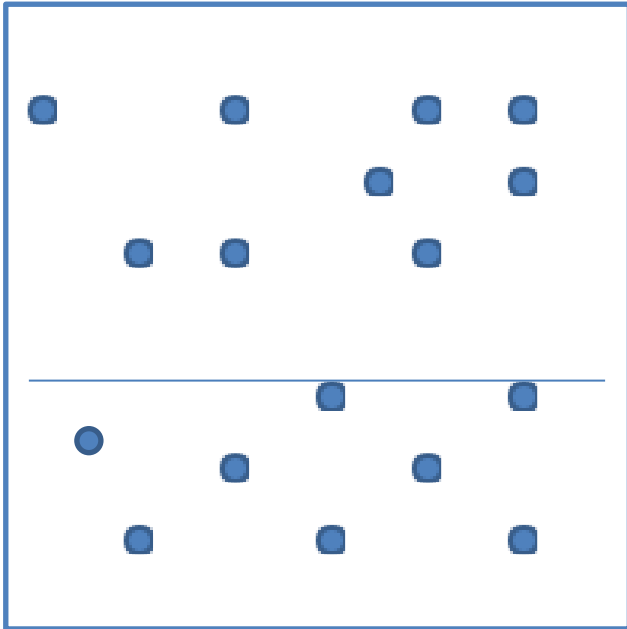
- Make sure children are moving around the whole area, not just focussing on one or two cones
- Do a time challenge – ask one team at a time to turn all the cones over to their side and time them to see who's fastest!
- Make sure there is no blocking or guarding cones, make sure everyone is on their feet while playing not on their knees or bottoms

Ozzy says:

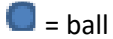
- Make sure there isn't anyone turning cones over after you've said STOP! Try taking points away from any team you catch cheating!



Clean your room



Key:



= ball

— = centre line

How to play?

Split the group into teams of around 6 and put two teams against one another. Mark out a long, narrow court with a centre line. This can be a bench or net if you wish. Position lots of balls on either side of the centre line inside the court. The aim of the game is for each team to try to get all the balls out of their side of the court, their 'room'. This can be done by kicking (if you want to practice football), throwing (if you want to practice basketball or netball) or hitting with a racket (if you want to practice tennis).

Play the game for 1 minute before shouting 'STOP', then count up who has the least amount of 'rubbish' in their room, that team is the winner.

Equipment

- Strips or a bench/net if available
- Lots of balls

Changes/Challenges

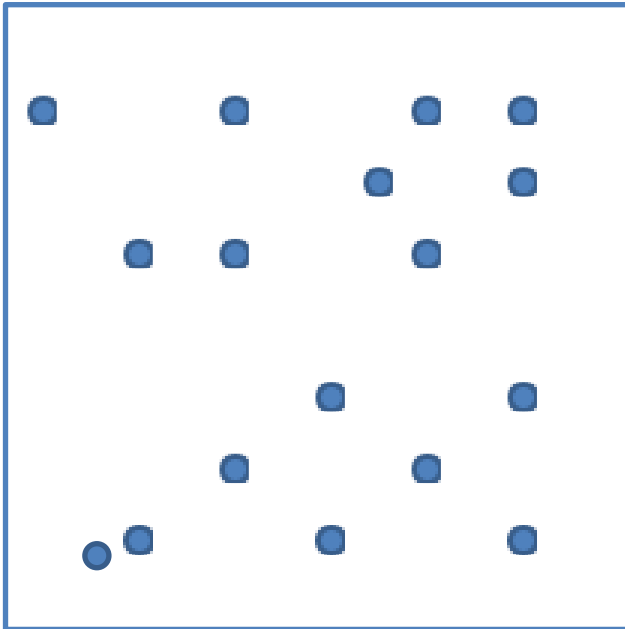
- Encourage children to make sure the ball they kick/throw/hit stops inside the other 'room' – this encourages control while playing
- Ensure correct technique is being shown in throwing/hitting or kicking
- Challenge the more able players to use only their weaker foot/hand to play
- Make sure everyone freezes after you say 'STOP', if there is cheating add points onto the teams score

Ozzy says:

- Position yourselves around the area and stop as many balls as you can from leaving the area. This will help the players keep more balls in play



King/Queen of the Castle



Key:

 = spot/cone

Equipment

- Spots or cones

Changes/Challenges

- Encourage children to keep their head up when running to avoid collisions
- Ask children to do a 'punishment' if they lose their challenge, 10 star jumps, push ups or burpees are a good way to include a fitness challenge.
- Change the way to challenge an opponent – it could be a spelling, maths or skills challenge.
- Make sure everyone freezes after you say 'STOP', look out for any cheating!

How to play?

Split the group into pairs and place enough spots for half of the group in a random pattern on the floor.

One member of the pair stands on a spot while the others stand outside the area.

Players stood on spots are the kings or queens of the castle and must protect their castle when challenged.

Challengers must run out and challenge a king/queen at random to a game of **rock, paper, scissors**, the winner of the challenge claims the castle, the loser returns to the outside of the area before returning the challenge someone new (players cannot challenge the same person twice).

The kings/queens at the end of the time (1-2mins) are the winners of the game.

Ozzy says:

- Can anyone go the whole game without losing a challenge???



