

# Green Young Leaders' Scheme

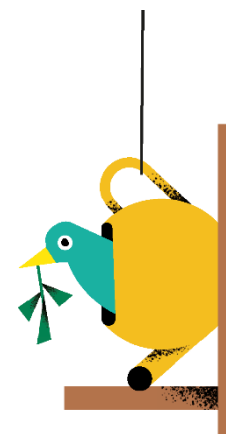
## Delivering a great session

### Who does what?

Sometimes a leader (or two) will run activities, and sometimes a qualified instructor will deliver parts of your session – it'll probably depend on the activities you've planned. Whoever's taking the lead, you should make sure you know what each person is responsible for.

#### The person delivering the session

- Leads the session
- Provides timings for the session
- Teaches or coaches participants
- Manages safety of active participants
- Makes sure that active participants are engaged and on task
- Delegates roles to suitable people



#### The people supervising the session (usually adult volunteers)

- Supervises group members not actively participating
- Handles any discipline issues that arise with the group
- Does any specific tasks agreed with the person delivering the session
- Takes an overview of the safety of the activity

For some activities, you'll have more adults to supervise young people (for example, when you do your risk assessment for an adventurous activity, you might decide you need more adults than you'd need to supervise the same number of young people doing an indoors craft activity).

- In an archery session, another leader should supervise those in the waiting area.
- On a sensory trail, another leader could supervise participants on a specific part of the course.
- In a climbing session, another leader should make sure that people who aren't participating stay in the safety area and keep their helmets on.
- If individuals are presenting challenging behaviour that's disrupting the session or causing a safety concern, another leader should deal with this. They're responsible for any disciplinary actions.

## Introducing the session

The first 10 to 15 minutes of your session should be spent telling the group about your plan for the session. Tell them how the session will work and about the rules and safety precautions.

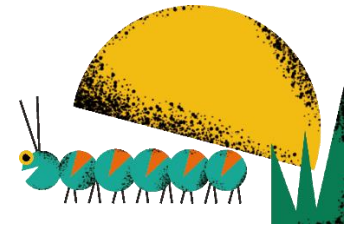
It's up to you how you communicate with your group. There are six core pieces of information you must make sure that the group understand; we refer to them as the 5 Ws and the H. The five Ws are who, what, where, when, and why, and the H is how. You should already have answers to each of these question words from the session plan you created. Try to cover all of the topics in your introductory chat with the group.

|                                |                                                                                                                                                                                                                                                                                  |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Who?</b><br>The people.     | <ul style="list-style-type: none"><li>• Who are you?</li><li>• Who are the group?</li><li>• Who's the leader?</li><li>• Who has any medical issues? It's often not appropriate to discuss this with the whole group.</li></ul>                                                   |
| <b>What?</b><br>The activity   | <ul style="list-style-type: none"><li>• What activity is this?</li><li>• What will everyone be doing?</li><li>• What do people think so far?</li><li>• What have people done before?</li><li>• What do people need to be wearing? What do they need to have with them?</li></ul> |
| <b>Where?</b><br>The location. | <ul style="list-style-type: none"><li>• Where will people be based throughout this activity?</li><li>• Where are the boundaries?</li></ul>                                                                                                                                       |
| <b>When?</b><br>The timings.   | <ul style="list-style-type: none"><li>• When will each person have a go?</li><li>• When does the activity finish?</li></ul>                                                                                                                                                      |
| <b>Why?</b><br>The objectives. | <ul style="list-style-type: none"><li>• Why are the group doing this activity?</li><li>• What does each person want to get out of it?</li><li>• Is there more to this than just completing the activity?</li><li>• What are the session objectives?</li></ul>                    |
| <b>How?</b><br>The process.    | <ul style="list-style-type: none"><li>• How exactly do people do this activity?</li><li>• How do they prepare for it?</li><li>• How do they use the equipment?</li><li>• How do they tell the instructor if they don't want to do it?</li></ul>                                  |



## Be a ninja

When delivering a session, remember these five essential elements:



### 1. Supervise the group

Good supervision comes down to four things – just remember to **clap**:

- **C** Give clear instructions and check understanding.
- **L**ine of sight. Try not to have your back to anyone and use boundaries.
- **A** Stay away from obvious hazards or distractions, and give people with free time jobs to do to keep them engaged.
- **P** Stand where you can minimise risk – for example, next to the trip hazard. Move so you can see what is happening.

### 2. Use effective demonstrations

You couldn't start building a house if you had no idea what a house was supposed to look like. Most people want to see something done before they have a go themselves. It helps the brain to see how the theory works in practice and means that fewer misunderstandings happen because of the language you use.

A good demonstration has five stages that pass on information in three different ways:

- visual ways. This means showing learners how to do something by demonstrating or modelling it.
- auditory ways. This means explaining or telling learners how something works step by step.
- kinaesthetic ways. This means giving people the chance to learn by doing and apply learning for themselves.

There's an easy way to remember these stages, you just have to effectively demonstrate your **ideas**:

|                  | <b>What you're doing</b>                                                                                                                                             | <b>For example...</b>                                                                                                                                                |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Introduce</b> | Give some context to help people understand what's happening.                                                                                                        | You could say: 'We're going to learn how to pick up and hold a bow, load an arrow and fire it at the target.'                                                        |
| <b>Demo</b>      | Show the skills people will use from start to finish without talking. Emphasise your movements by making them slow and over the top.                                 | Calmly and deliberately stand on the shooting line, pick up the bow, knock an arrow, draw, aim and release.                                                          |
| <b>Explain</b>   | Repeat the same process but explain what you're doing at each step.                                                                                                  | Repeat the same process but explain what you're doing as you show each step.                                                                                         |
| <b>Apply</b>     | Get the group to apply their knowledge to reinforce their understanding. You could ask them to tell you how to do it or do the same actions in the air, for example. | You could say: 'Everybody find some space and copy what I do as if you were holding the bow.' or 'As a group, give me instructions on how to load and fire the bow.' |
| <b>Summarise</b> | Sum everything up and tell people what will happen next.                                                                                                             | You could say: 'Excellent, now you can have a go too. We're going to have two people at a time.'                                                                     |

### 3. Use simple clear instructions

People can only hold around five pieces of new information in their head at any one time, so it's important to break instructions down into clear simple stages. Don't add unnecessary detail when it's not needed – you can teach everyone more or answer questions when everyone understands what they are doing.

Remember to kiss – keep it short and simple!

For example, here's a clear way to demonstrate putting on a harness. A leader should tell everyone:

- a. Now we're going to put on our harnesses.
- b. Put your left foot into the blue loop.
- c. Now put your right foot into the red loop.
- d. Grab the black waist band and pull it up like a big pair of pants.
- e. Find the buckle on your right.
- f. Pull on the tab to tighten the waist.
- g. Do the same for your leg loops.

In contrast, talking at people and overloading them with information makes it difficult to follow along and understand.

Avoid long, rambling explanations. Notice how much harder it is to follow this example:

'The next thing we're going to do before we put on our chest harnesses and helmets is going to be to put on our waist harnesses. These waist harnesses are made of super strong nylon that could hold up an elephant, so you'll be fine. They also have ABS buckles which make them really easy to do up. First of all, you've got to stick your feet into the two smaller loops which are called leg loops because they go around your legs...'

### 4. Be positive

The way you word your instructions makes a big difference. Try to be positive in the information you give – it's reassuring and sets a standard for the behaviour you're looking for. Tell people the positive things you want them to do – don't give them ideas of things you don't want them to do!

#### Positive instructions

- Wait for a thumbs up before you start to climb.
- Walk when you're collecting arrows to make sure you don't trip.
- Everybody look at me and listen for the next instruction.

#### Negative instructions

- If you start before I say so then you'll have to wait until the end of the group.
- Don't run up to the arrows because you might trip and stab yourself in the eye.
- Everybody shut up – I'm telling you what to do.



## 5. Check understanding

Never assume everyone understands your instructions. Always check that the group understand what to do and when to do it.

Good ways of checking understanding include:

- Asking short, fact checker questions, like 'Everyone stand on the red line. Which colour line should you stand on?'
- Asking deeper questions to engage the group with the information, like 'When do you think we should check our harnesses are still tight?'
- Getting everyone to practise, like 'We're going to play a practice round of stuck in the mud – this one doesn't count.'
- Asking people to summarise the information, like 'In pairs, summarise what you need to do in one sentence.'

