

# Unit D22 Lead a session

## Introduction

### Summary

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:

- give people an introduction to a sport or activity
- offer people fun and enjoyable recreational activities
- help them to grow as individuals
- develop their social skills
- encourage future participation and progress in the sport or activity
- 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.

### Linked Units

This unit links closely with units D21 and D23.

### Place in the NVQ/SVQ Framework

This unit is a core unit in the level 2 Activity Leadership.

### Links to Key and Core Skills

*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

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## What We Mean By Some of the Words Used in this unit

<b>Aims</b>	<i>those which were set for the activity during the planning stage; these will usually have been worked out by a more senior colleague</i>
<b>Curriculum based</b>	<i>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</i>
<b>Discriminatory behaviour</b>	<i>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</i>
<b>Encouraging future participation and progress in the sport or activity</b>	<i>giving the participants the opportunity to pursue the activity further at a later stage</i>
<b>Environment</b>	<i>the area in which the activity takes place; this could be an indoor facility or a natural outdoor environment</i>
<b>Ethical</b>	<i>following the values statement for your area of work</i>
<b>Feedback</b>	<i>providing participants with information and guidance on what they are doing, learning and achieving</i>
<b>National requirements for the activity</b>	<i>those laid down by relevant national governing bodies where these apply</i>
<b>Rules for behaviour</b>	<i>requirements for the activity and relevant organisational policies; these are likely to include rules against vandalism, bullying or other forms of anti-social behaviour</i>
<b>Participants</b>	<i>the people the candidate is leading during the activity</i>
<b>People with particular needs</b>	<i>people for whom the session may be more than normally challenging, for example people with medical conditions, people who are overweight, unusually shy or nervous, pregnant women; this unit does not cover disabled participants</i>
<b>Personal and social development</b>	<i>enabling people to improve their own personal abilities in areas such as self-confidence, self-esteem, self-reliance, self-control and problem solving as well as their ability to work with and relate to other people</i>
<b>Physically and mentally prepared</b>	<i>participants being able to undertake the activity without unnecessary physical or emotional stress or risk of injury</i>

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## Recreation

*pleasurable, fun leisure experiences, often delivered in the context of an activity holiday or holiday scheme*

## Session

*a period during which you will lead participants in activities with some component of physical exertion and/or skill / problem solving; these activities may be recognised sports, such as canoeing, sailing, badminton or football or may be improvised to meet certain objectives; in the outdoor context they will almost certainly involve a component of managed risk; activities may provide a 'taster' for a sport which encourages a participant to go on to develop their performance in a coached context*

## Unacceptable behaviour

*behaviour that is dangerous or breaks the rules of behaviour for the activity in some other way – for example 'horse-play', vandalism, bullying or other forms of anti-social behaviour*

## D22.1

### Prepare participants for the session

#### The National Standard

##### What you must do

*To meet the national standard, you must:*

- 1 meet the **participants** on time
- 2 help the **participants** to feel welcome and at ease
- 3 follow your organisation's procedures for checking the **participants'** present
- 4 make sure the **participants'** dress and equipment are safe and appropriate
- 5 organise the **participants** so that you can communicate effectively with them
- 6 explain the **aims** and content of the session to all the **participants**
- 7 find out if the **participants** have any relevant experience you could build on
- 8 make sure the **participants** are mentally and physically prepared for the planned activities

##### What you must cover

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

##### a participant

- 1 adults
- 2 children and young people
- 3 people with particular needs

*and explained at least two of the following types of:*

##### b aims

- 1 recreation
- 2 curriculum-based
- 3 personal and social development
- 4 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

#### The National Standard

##### What you must do

*To meet the national standard, you must:*

1. explain and demonstrate **key points** to the **participants**, using methods appropriate to their needs
2. emphasise the importance of, and reasons for, these **key points** to the **participants**
3. encourage the **participants** to ask questions
4. answer the **participants'** questions helpfully and clearly
5. check that the **participants** understand what you want them to do
6. motivate the **participants** without putting them under undue stress

##### What you must cover

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

##### a **key points**

- 1 health and safety
- 2 rules for behaviour
- 3 skills and techniques
- 4 use of equipment
- 5 environmental protection

*to at least two of the following types of:*

##### b **participant**

- 1 adults
- 2 children and young people
- 3 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

#### The National Standard

##### What you must do

*To meet the national standard, you must:*

- 1 make sure the **participants** are following your instructions throughout the session
- 2 follow your planned procedures for health and safety and environmental protection
- 3 develop the session at a pace suited to the **participants** and in a way that meets its **aims**
- 4 give the **participants** clear and supportive **feedback** at appropriate points
- 5 provide the **participants** with additional explanations and demonstrations when necessary
- 6 encourage the **participants** to say how they feel about the session and respond to their feelings appropriately
- 7 vary your session plan to meet new needs and opportunities
- 8 identify any new risks during the session and respond to these correctly

##### What you must cover

*From your work you must show that you have led activities involving two of the following:*

###### a participant

- 1 adults
- 2 children and young people
- 3 people with particular needs

*helped these participants to achieve two of the following types of:*

###### b aims

- 1 recreation
- 2 curriculum-based
- 3 personal and social development
- 4 encouraging future participation and progress in the sport or activity

*and provided both of the following types of:*

###### c feedback

- 1 to individuals
- 2 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

#### The National Standard

##### What you must do

*To meet the national standard, you must:*

- 1 communicate and interact with **participants** in a way that is appropriate to their needs
- 2 maintain a relationship with **participants** that is in line with good practice, industry values and ethical requirements
- 3 give adequate attention to each **participant** in the group, according to their needs
- 4 encourage effective communication and interpersonal skills between **participants** and between **participants** and staff
- 5 make clear to **participants** the effect their behaviour has on others
- 6 highlight types of behaviour that have a positive effect on the group as a whole
- 7 identify and challenge discriminatory and other unacceptable behaviour in a way that maintains the emotional welfare of the **participants** and follows agreed procedures
- 8 identify and deal with disagreements between **participants** or between **participants** and staff promptly and fairly

##### What you must cover

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

##### a participant

- 1 adults
- 2 children and young people
- 3 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.*

## What you must know and understand

*To be competent in this unit, you must know and understand the following*

### For the whole unit

- K1 the values or codes of practice relevant to the work you are carrying out
- K2 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
- K3 the impact that the activities you are leading could have on the environment and how to minimise this impact
- K4 the aims and content of the session you are leading
- K5 the plans for the session you are leading, including health and safety procedures
- K6 the importance of following your plans for sessions or varying these plans to meet new needs and opportunities
- K7 the importance of being able to communicate clearly with your participants according to their needs
- K8 how to communicate clearly with both individuals and groups
- K9 the importance of adapting your plans and methods to meet each participant's individual needs
- K10 why participants must be motivated to learn effectively
- K11 the importance of the participants receiving clear and supportive feedback on what they have achieved
- K12 situations in which you may need to give participants extra motivation
- K13 different methods you can use to motivate participants without putting undue pressure on them
- K14 the record keeping procedures you must follow

### For D22.1 Prepare participants for the session

- K15 participant dress and equipment required for the activities you are leading
- K16 why recording attendance may be important in some contexts
- K17 why it is important to explain the aims and content of the session
- K18 why it is important to find out about participants' previous experience
- K19 why participants must be mentally and physically prepared for the activities they will be involved in
- K20 the methods you should use when preparing participants mentally and physically for the activities they will be involved in

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## For D22.2 Introduce the participants to activities

- K21 the key points that must be explained to participants before they begin activities
- K22 the types of questions or problems that participants may have
- K23 methods you can use to explain and demonstrate key points
- K24 the importance of encouraging question and answer sessions
- K25 methods you can use to make sure participants understand what you want them to do

## For D22.3 Lead activities in the session

- K26 how to supervise the participants during the session
- K27 the levels of supervision that are appropriate to different activities and types of participants
- K28 when and when not to intervene in an activity
- K29 the methods you should use to help the participants to achieve the aims of the session
- K30 how to gauge participants' feelings about activities and how to respond to these
- K31 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

- K32 legal requirements, industry values and ethical codes that affect your relationship with participants
- K33 types of behaviour when working with participants that could be interpreted as inappropriate
- K34 the importance of good working relationships between participants
- K35 why each participant should receive adequate attention
- K36 ways of working that encourage communication and interaction between participants
- K37 how to balance the needs of individual participants with those of the group as a whole
- K38 the importance of encouraging participants to communicate and relate effectively with others
- K39 types of behaviour that have a positive and negative effect on the group and why you should highlight these
- K40 types of discriminatory and other unacceptable behaviour that must be challenged and why
- K41 the importance of maintaining participants' emotional welfare
- K42 methods and procedures for dealing with discriminatory and other types of unacceptable behaviour
- K43 methods and procedures for dealing with conflict