**Super 1s Workshop ideas:**

**My ‘Typical’ Super 1s Workshop Session**

**On Arrival:** ‘Burger’ 2 sets of stumps bats and balls if you get them out you bat.

**Warm Up/ Workshop:** depending on the workshop will depend on the warmup. (This is an opportunity for you to get the timeline events (anything positive happened in the past week)

You are required to run 5 workshops from now until September (Use the session plans as guides) THIS MUST BE REPORTED BACK TO ME

**Skills/ other games:** This can be a skill for cricket or can be another sport (This is up to you)

**Game of Cricket:** Any fun game of cricket to get the children engaged and enjoying the session.

**Coach responsibilities:**

As a coach you will be responsible for:

* Providing a register after each session, with this you must list 2 positives from the session (e.g., someone took 4 catches, someone improved from the previous week)
* Provide Timeline events, what positive events have happened in the participants lives since the last session (e.g., won a medal, carried on doing something from the workshop, got a part time job)
* Provide case studies on participants (These will be sent over every 2 months, and we need to have an in-depth case study on one participant
* Sign new participants up using the QR Code and Add them to the WhatsApp group.
* Inform Tom of any changes that have occurred.

**Super 1s Workshop ideas:**

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| **Area Covered:** Employability/ personal growth, Health and Wellbeing, Local Issues | | **Topic Covered:** Healthy Eating workshop looking at using the Eatwell Plate to make healthier food choices. | | **Intended outcome:** To raise awareness on the topic and try to influence positive change of participants choices. | | |
| **Session Plan:** | | | | | | |
| **Time:** | **Description:** | | **Resources:** | | **Key points/ Vocabulary:** | **How do we measure impact?** |
| **5-10 minutes (Depending on session duration)**  **5-10 minutes (Depending on session duration)** | Workshop 1: The Eatwell Plate:  -Study the live well plate (ask what the different areas mean, why they are different sizes, what food goes in what area  -Create boxes in the hall of the different areas (See Image)  -Get the participants moving around the area. When you should a food type/ food group they need to run to that area as fast as they can. E.g., Bread to Red  Workshop 2: Health Swaps:  -Talk about what is healthy and unhealthy food, put them into categories (healthy and unhealthy) (Use old packaging for examples)  -Talk about the reasons this is healthy and unhealthy (refer back to the Eatwell plate)  -Talk about what swaps we can make to have a better-balanced diet. E.g. full fat to low fat, fatty foods to healthier options. (Use old packaging for examples) | | Eatwell plate printout, cones x5 different colours, | | Eatwell Plate, Protein, Carbohydrates, Fats, Fruit, Vegetables, Dairy, Fibre, money, good choices, healthy choices. | Use of questioning to gauge understanding participant feedback to ensure correct learning. |
| **Session Analysis: Coach feedback required.**  Has the session been a success? How?  How can we measure this next week? How can we measure this in a month’s time? Have the participants adopted the new methods? | | | | | | |
| **Step 1**-Identifying themes: Can we still eat unhealthy food if we balance the diet? What food groups are good and bad for us? (Salt, Fats)  **Step 2**-SMART objectives: To improve participant awareness on what foods are good and bad for us. Improve awareness of the Eatwell Plate  **Step 3**- Impact  Target Audience? Children in the session  Where?-In sessions  Delivery-Use of questions and recapping either side of an engaging, practical activity that involves cricket skills.  When?-During weekly Super 1s hub sessions  Expectation- For players to be able to relate the cricket game to a real-life scenario.  Cost to run Workshop- Free (Using recycled packaging)  **Step 4**-Super 1s coach to capture data, oversee the activity and evaluate. (Who was in the session, stand out engagement, who will adopt change (Coach to complete and feedback)  **Step 5**-Review: (Medium Term: did they adopt the outcomes. Long Term: are they continuing to use this in 3 weeks’ time).  Goals of session:  Short-term (Next week): Have the participants made a healthy swap? E.g., fruit instead of a chocolate (in session or throughout the week) participants keep a food diary for the week to check this.  Long-term(3 weeks time): Have the participants kept up with this? Use questioning to gage understanding. Do they bring water to the sessions instead of pop? | | | | | | |

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| **Area Covered:** Employability/ personal growth, Health and Wellbeing, Local Issues | | **Topic Covered:** Healthy Eating workshop to work on participants awareness of food swaps, whilst dealing with money. | | **Intended outcome:** To raise awareness on the topic and try to influence positive change of participants choices. | | |
| **Session Plan:** | | | | | | |
| **Time:** | **Description:** | | **Resources:** | | **Key points/ Vocabulary:** | **How do we measure impact?** |
| **5-10 minutes (Depending on session duration)**  **5-10 minutes (Depending on session duration)** | Workshop 1: Healthy Swaps.  -Follow on from last workshop and recap what we have done. (Use the participants food diaries to go through swaps made)  -Discuss why the swaps are good  -Use the food packages to identify the traffic light areas on the food and drink (e.g., Red for Salt is bad)  Use the Traffic light System on the food as Top Trumps (Shout out the category and the highest/ lowest number wins a point)  UEAPME: SMEs concerned about UK hybrid nutrition labels  Lowest % sugar wins.  Highest Cals wins.  Workshop 2: Buying a meal.  -Set out 3 sets of stums in 3 different HoolaHoops  -You need to buy a meal deal for £3.50 (Healthy food costs 50p, moderately healthy costs £1 unhealthy food costs £2  -Participants need to buy a snack, drink and main with £3.50 (participants choose the food and drink on offer). (e.g., Water, Apple Juice and Coke)  -To confirm selection the participant must throw the tennis ball/ beanbag at the set of stumps in the hoop.  -The cost of the food must be subtracted from the £3.50 for them to use for the rest.  -The participant must buy their lunch for under £3.50  -Review at the end the items bought and discuss the choices.  -Talk about balance and moderation. | | Old food packaging (Clean), Fake money (Print out) Bean bag/ tennis balls x1 each person, Stumps x3 HoolaHoops | | Swap, positive changes, moderation, balance | Use of questioning to gauge understanding participant feedback to ensure correct learning. |
| **Session Analysis: Coach feedback required.**  Has the session been a success? How?  How can we measure this next week? How can we measure this in a months time? Have the participants adopted the new methods? | | | | | | |
| **Step 1**-Identifying themes: What classes as a good swap? Why do we swap? Can we buy a meal within budget? Why is balance important?  **Step 2**-SMART objectives: To improve participants ability to spend to a budget, to increase awareness around good swap options.  **Step 3**- Impact  Target Audience? Children in the session  Where?-In sessions  Delivery-Use of questions and recapping either side of an engaging, practical activity that involves cricket skills.  When?-During weekly Super 1s hub sessions  Expectation- For players to be able to relate the cricket game to a real-life scenario.  Cost to run Workshop- Free (recycled packaging)  **Step 4**-Super 1s coach to capture data, oversee the activity and evaluate. (Who was in the session, stand out engagement, who will adopt change (Coach to complete and feedback)  **Step 5**-Review: (Medium Term: did they adopt the outcomes. Long Term: are they continuing to use this in 3 weeks’ time).  Goals of session:  Short-term (Next week): Have the participants made a healthy swap? E.g., fruit instead of a chocolate (in session or throughout the week) participants keep a food diary for the week to check this.  Long-term(3 weeks time): Have the participants kept up with this? Use questioning to gage understanding. Do they bring water to the sessions instead of pop? | | | | | | |

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| **Area Covered:** Employability/ personal growth, Health and Wellbeing, Local Issues | | **Topic Covered:** To raise awareness on recycling products through litter picking and understanding what smart swaps we can make | | **Intended outcome:** To raise awareness on the topic and try to influence positive change of participants choices. | | |
| **Session Plan:** | | | | | | |
| **Time:** | **Description:** | | **Resources:** | | **Key points/ Vocabulary:** | **How do we measure impact?** |
| **5-10 minutes (Depending on session duration)** | Workshop 1: Litter Picking  -Spread cones across the hall of all different colours  -The children have to pick the cones up and work as a team  -Once all cones are picked up reset the drill. Next time add the rule that the green cones are plants, so they need to be left on the floor.  -After the cones have been collected (Green left alone) get the children to sort them into colours (Recyclable and non-recyclable).  -Explain the importance of throwing rubbish out in the correct areas.  Workshop 2: Good Swaps  -Talk about why non-recyclable products are bad  -What can we use instead  -Why is it good to be as sustainable as we can be.  -Give examples of swaps (e.g., Single use for multi-use, plastic for cardboard, Jumper for Heating) | | Cones (Different colours) | | Recyclable, Non-recyclable, sustainable, good swaps, environmental impact. | Use of questioning to gauge understanding participant feedback to ensure correct learning. |
| **Session Analysis: Coach feedback required.**  Has the session been a success? How?  How can we measure this next week? How can we measure this in a months time? Have the participants adopted the new methods? | | | | | | |
| **Step 1**-Identifying themes: What can we swap to be more sustainable? How does this benefit the environment? Why should we litter pick?  **Step 2**-SMART objectives: To reduce the chance of participants dropping litter. To try and make them more ECO friendly  **Step 3**- Impact  Target Audience? Everyone in the session  Where?-In sessions  Delivery-Use of questions and recapping either side of an engaging, practical activity that involves cricket skills  When?-During weekly Super 1s hub sessions  Expectation- For players to be able to relate the cricket game to a real-life scenario.  Cost to run Workshop- Free (use of own products/ sports products)  **Step 4**-Super 1s coach to capture data, oversee the activity and evaluate. (Who was in the session, stand out engagement, who will adopt change (Coach to complete and feedback)  **Step 5**-Review: (Medium Term: did they adopt the outcomes. Long Term: are they continuing to use this in 3 weeks’ time).  Goals of session:  Short-term (Next week): Have the participants made a smart swap? E.g., water bottle. Have they picked up any litter?  Long-term(3 weeks time): Are they still using a reusable water bottle, do they pick up litter left at the sessions? | | | | | | |

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| **Area Covered:** Employability/ personal growth, Health and Wellbeing, Local Issues | | **Topic Covered:** To make the participants Road Safe Aware and promote the use of public transport. | | **Intended outcome:** To raise awareness on the topic and try to influence positive change of participants choices. | | |
| **Session Plan:** | | | | | | |
| **Time:** | **Description:** | | **Resources:** | | **Key points/ Vocabulary:** | **How do we measure impact?** |
| **5-10 minutes (Depending on session duration)** | Workshop 1: Crossing the Road  -The participants will be moving around the hall. When you hold the coloured cone up they need to do the command (Red= Stop, Orange= Jog on the spot, Green= move)  -Understand the importance of knowing traffic light signals.    -Line the participants up in 2 groups  -In pairs you need to make some catches (these act like cars)  -1 group at a time need to try and walk from one side to the other to avoid the ‘cars’  -once completed the next group get the opportunity.  -Discuss the importance of stop, look and listen. Talk about crossing at safe places  Workshop 2: Public Transport  -Split the group into smaller groups. In these groups they must work out how to get from ‘A’ to ‘B’  -You will give the group a task (Get from Red to Yellow) The cones act as ‘stops on a bus route’  -Discuss how this works, how is this like a bus/ train route, discuss any fears participants may have using this in future.  -Place different Items at the last stops (to replicate a shopping trip). Ask the group to plan the route (go from the Stumps to the Cricket ball to collect a bib and then take that to the cricket bat)  A picture containing shape  Description automatically generated | | Cones (Red Orange and Green). Tennis balls (1 per pair)  Cones (Different colours for different lines) cricket equipment (to act as bus stops) | | Red, Amber, Green, Stop, Go, Get Ready, Cars, Stations, Routes. | Use of questioning to gauge understanding participant feedback to ensure correct learning. |
| **Session Analysis: Coach feedback required.**  Has the session been a success? How?  How can we measure this next week? How can we measure this in a months time? Have the participants adopted the new methods? | | | | | | |
| **Step 1**-Identifying themes: Do we know how a traffic light system works? When is it safe to cross a road? Can we understand a Bus/ Train map?  **Step 2**-SMART objectives: To increase awareness of how to cross a road effectively and to feel comfortable using public transport.  **Step 3**- Impact  Target Audience? Everyone in the session. People who haven’t used public transport alone.  Where?-In sessions  Delivery-Use of questions and recapping either side of an engaging, practical activity that involves cricket skills.  When?-During weekly Super 1s hub sessions  Expectation- For players to be able to relate the cricket game to a real-life scenario.  Cost to run Workshop- Free  **Step 4**-Super 1s coach to capture data, oversee the activity and evaluate. (Who was in the session, stand out engagement, who will adopt change (Coach to complete and feedback)  **Step 5**-Review: (Medium Term: did they adopt the outcomes. Long Term: are they continuing to use this in 3 weeks’ time).  Goals of session:  Short-term (Next week): Has anyone used public transport? Do we know how to affectively cross the road?  Long-term(3 weeks time): Are people travelling to the sessions on PT, are people regularly crossing the road on their own. | | | | | | |