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| **ITEMS TO BRING:** | **NO** |
| Cones – 4-6 colours | 5-7 of each |
| Bats (optional) | 4-6 |
| Balls | 4-6 |
| Set of stumps (optional) | 1 |
| Writing materials (optional) | 5 |
| Paper/ white board (optional)  | 5 |

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| **Session Title** | Public Transport Route Navigation (various methods) |
| **Total Time** | Approx. 20 minutes of activity |
| **Staff** | Facilitator - co-facilitators  |
| **Session Aims** | To enhance awareness of route navigation for independent travel on public transport (This would be used in the middle of a session between warm-up and the cricket game itself) |
| **Task** | **Time** | **Description** | **Resources** | **Learning points** | **How going to measure**  | **Who** |
| **Set-up** | 5 mins | 1. Lay cones out as preferred to create different coloured lines and routes that could be reminiscent of a public transport map eg trains/busses. Each cone represents a ‘stop’ on that particular route. Ensure that there are stops where multiple routes cross, where cones of different colours will be placed directly next to/touching one-another as shown above. There are 4 routes in the above example.
2. Have 4 balls ready in a group on the side, 1 of each colour. Each ball represents a bus/train that the player is taking.
 | 4-6 sets of different coloured conesSame number of different coloured balls to match the cones |  |  |  |
| **Pre-activity Introduction Content** | 5 mins | Provide players with some facts/questions about local public transport eg:1. How many train stations are there in the town of Wigan? A=2
2. What number bus takes you nearest to Wigan Youth Zone? A=635

Show the players a real, basic public transport route map of the local area, pointing out key locations that will be known to them. Could ask them how to navigate from one to the other as a baseline test.Explain how you have set up the cones like a public transport map.Quick overview of what we are going to learn. Will check that all participants understand the theme of the session. |  | To understand the theme of the session  | Seeking affirmation from the group about what they are about to undertake.  | **AL** |
| **Activity Method 1 (1 player at a time)** | 10 mins | 1. Ask participant to start at a cone and set a destination for them to get to eg starting at the end of the blue route, must reach the end of the yellow route.
2. In order to move onto the next cone in a route, the player must take a catch from the coach with the correct colour of ball. For example, a player starts at the end of the blue route, and the coach throws catches with the blue ball only so the player can move along this route.
3. When a player reaches a stop that is on multiple routes, they must decide which colour ‘bus/train’ to take from this stop. For example, when the player reaches the blue/yellow stop, a coach could throw either the blue or yellow ball at them. They then must only move onto the next stop of their journey when they have caught the correct colour ball. In this example, the player needs to reach the end of the yellow route, so they should take this opportunity to wait for the yellow ball to change route. If they move after catching the blue ball again, they will have gone past the yellow route connection.
4. When the player catches the yellow ball and then moves onto this route, they complete the remaining catches to reach their destination. This is the most basic example from the map above. Routes can be set to various difficulties. Objects such as bats can also be placed at destinations as visual cues.

Easier: 1. Only use one ball (colour doesn’t matter), the players then only need to focus on the direction they’re moving as opposed to both route and ball which could be a lot to process for some.
2. If using multiple coloured balls, instead of throwing any of them at a player and making them react, instead ask the player which colour ball they want to take. This is a way of still giving them a decision to make but making it easier to process.

Harder:1. Change routes, increase number of routes or block a line eg put a stump across the floor that forces players to go a different way.
2. Name destinations after local places as opposed to
3. Time how quickly a player can reach the destination.
 |  | To gain understanding of how public transport links work and how to navigate them. | See whether participants can navigate their way through to destinations without making errors. How far can the coach progress the drill before it becomes difficult? | **AL** |
| **Activity Method 2 (Teams/Groups)** | 10 mins | Instead of moving through the routes by catching, groups can do this activity in a standard relay where they take turns picking the ball up from a cone and transferring it to the next cone. Again, this can be timed to encourage competition.Teams can also be given tasks to discuss as a collective, for example what the quickest way would be to reach the end of all routes and then return back to the start to cmplete the circuit. |  |  |  |  |
| **Activity Method 3 (Conga line style)** | 10 mins | Coach acts as bus driver and stands at the front of a line of participants. They then lead the participants through the route in a single file line, ‘dropping off’ the players at stops that they request. |  |  |  |  |
| **Review and set task (at end of session)** | 5 mins | Question about the workshop section eg ask players to state something they’ve learnt during the session.Set players a task for next week eg find a public transport route between 2 places they’re interested in, show the coach the map of it next week. |  |  |  |  |
| **Monitoring & Evaluating** | Ongoing | Questionnaires re public transport, following on from questions asked at the start of the workshop. Could use dartboard format with numbers to gauge confidence etc of using public transport. Might ask questions during the next session. Potential questions:Do you feel more confident in navigating a pubic transport route?Do you feel more likely to use public transport in your area? |  |  |  |  |

**Step 1**-Identifying themes: Independent travel on public transport & environmental impact

**Step 2**-SMART objectives: To improve participant ability to navigate public transport routes over a 2 week period

**Step 3**- Delivered by Super 1s hub coach

Who? Participants who haven’t used public transport independently before

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 public transport scenarios

Finance-Nothing except potentially printing

**Step 4**-Super 1s coach to capture data, oversee the activity and evaluate

**Step 5**-Programme aim: Independence

M&E: Questionnaires, participant evidence, observations

Short-term: Make participants feel more familiar with navigating routes, understanding public transport and its benefits

Long-term: Provide participants with confidence to actually use public transport independently

End of Yellow route

End of Red route

End of Blue route

End of Black route