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# Multi-skill Clubs and Multi-skill Academies

## Information and Guidance

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# Introduction

The Multi-skill Club and Academy programmes form part of the Government's PE, School Sport and Club Links (PESSCL) strategy with Multi-skill Clubs sitting within the Club Links strand and the Multi-skill Academy programme forming part of the Gifted and Talented element.

In keeping with the Long Term Athlete Development (LTAD) model, the activities at both Multi-skill Clubs and Academies are non sport-specific but instead are based around the development of fundamental movement and sport skills.

This resource provides guidance, information and strategies to aid the delivery of the two programmes, drawing significantly on successful practices and experiences from existing delivery partners.

**An Introduction to Long Term Athlete Development (LTAD)**

LTAD is an approach to the development of sport which is designed to help prepare young people to engage in healthy, lifelong participation in sport and physical activity and enable talented athletes to fulfil their potential.

The LTAD model progresses through a series of stages beginning with the FUNdamentals stage which is based upon the building of core skills which underpin the general skills used in many sports. These are developed using a multi-skill approach. The establishment of good movement skills at a young age (6 – 9 years), and an understanding of how to control the body are key principles underpinning LTAD.

## Key Message

**LTAD assists in creating an environment that enables participants to achieve their potential, ensuring that everyone learns the FUNdamentals of movement and is provided with an appropriate development pathway.**

## The LTAD Framework

Other Community Sport/Recreation Opportunities

Sports Clubs

Training to Win
Training to Compete
Training to Train

**Learning to Train (FUNdamental Sports Skills)**

- Development of Generic Sports Skills, e.g. throwing, catching, striking, kicking
- Basic Tactics – invasion, striking/fielding, net/wall games
- Fun Multi-skill/Multi-sport Competition
- Females 8-11, Males 9-12

**FUNdamentals (FUNdamental Movement Skills)**

- Development of Agility, Balance and Co-ordination
- Development of core skills which underpin most sports and activities, e.g. running, jumping, leaping, bounding, twisting, turning
- Fun Multi-skill Challenges/Festivals
- Females 6-8, Males 6-9

Multi-Skill Clubs KS2

Multi-Skill Academies KS2/3

Performance

Physical Literacy

# The FUNdamentals: from Basics to Brilliance

The emphasis of the FUNdamentals stage is on the development of the fundamentals of movement such as agility, balance and co-ordination and fundamental movement skills such as running, jumping and turning which form the basis of most sports. This phase should be well-structured and fun and involve a range of experiences and/or participation in a number of sports.

This critical phase is often overlooked in favour of a focus on early specialisation or narrow focus on competition and winning rather than the acquisition of basic skills. But it is not enough for children just to sample fundamental movement skills at this stage. Fundamental skills must be embraced for long term participation and talent development are dependent on the mastery of these skills.

One of the most important periods of motor development for young people is between the ages of 7 and 12. During this time young people are developmentally ready to acquire these fundamental skills which are the cornerstones of all athletic development. This does not however take away from the fact that there is a need to create high quality levels of participation at Key Stage1 (ages 5 to 7) as this is essential to the future development potential of young people and can create a solid base from which to develop fundamental skills. Programmes such as TOP Play, and British Gymnastics programmes are just some examples of high quality programmes which can be utilised to support Key Stage1 activity.

The essential aspect is that fundamental movement skills should be practised and mastered before sport-specific skills are introduced. The development of these skills will contribute significantly to future athletic achievements whilst also contributing to lifelong participation by equipping young people with the confidence to participate in sport and physical activity.

It is also worth noting that some early specialisation sport, such as gymnastics, will be working sports specifically at this early age group.

## Key Message

**Learning in the classroom has similarities with learning in sport. Students learn to count before tackling Pythagoras Theorem and learn to read before experiencing Shakespeare. As such they should learn to walk before trying to run or master hitting a ball before serving an ace!**

# What is Multi-skill?

The use of the term 'multi-skill' in this context implies two meanings; firstly a lack of sports specialism and secondly a variety of experiences. The multi-skill approach should offer activities which use a variety of approaches which impact upon the FUNdamental Movement and FUNdamental Sport Skills of a young person in a fun but challenging environment.

A number of approaches can be adopted, the three most common being;

- Pure FUNdamentals – where skills are developed on their own.
- FUNdamentals in Activity – where FUNdamental skills are developed and then applied in a range of multi-skill type activities.
- FUNdamentals in Sport – where FUNdamentals skills are developed and then applied to a specific sport.

**This then leads to a matrix of activities which could be adopted by the deliverer;**

| | Balance | Agility | Co-ordination |
|---|---|---|---|
| **Pure** | ← Circuits → | | |
| **FUNdamentals in activities**<br>e.g. throw, catch and strike | Striking & Fielding<br>Net/Wall<br>Invasion<br>Athletics<br>Gym/Dance | Striking & Fielding<br>Net/Wall<br>Invasion<br>Athletics<br>Gym/Dance | Striking & Fielding<br>Net/Wall<br>Invasion<br>Athletics<br>Gym/Dance |
| **FUNdamentals in sports** | Athletics | Games | Gym/Dance |

This matrix should then allow a deliverer to develop a range of skills including agility, balance, co-ordination, running, jumping, throwing, catching, twisting, turning, hand/eye co-ordination, rhythm and power.

By enhancing a young person's overall movement vocabulary, the aim of multi-skill is to improve their physical literacy at a time before they choose to specialise in specific sports.

## Key Message

**The ultimate aim is to improve a young person's movement competencies, confidence and understanding of skills while also providing a challenging environment in which to recognise talent and future potential.**

The multi-skill approach should provide an enrichment and extension of both the PE National Curriculum and out of school hours (OSHL) sport, including NGB clubs, and thus contribute to the range of activities which are recommended at the FUNdamentals and Learning to Train stages of the LTAD framework. Similar to OSHL, Multi-skill Clubs ***enable*** by developing the basic skills, they ***extend*** by building on PE and they ***enrich*** as they are different to PE and offer a varied approach to skill development.

## Think Inc

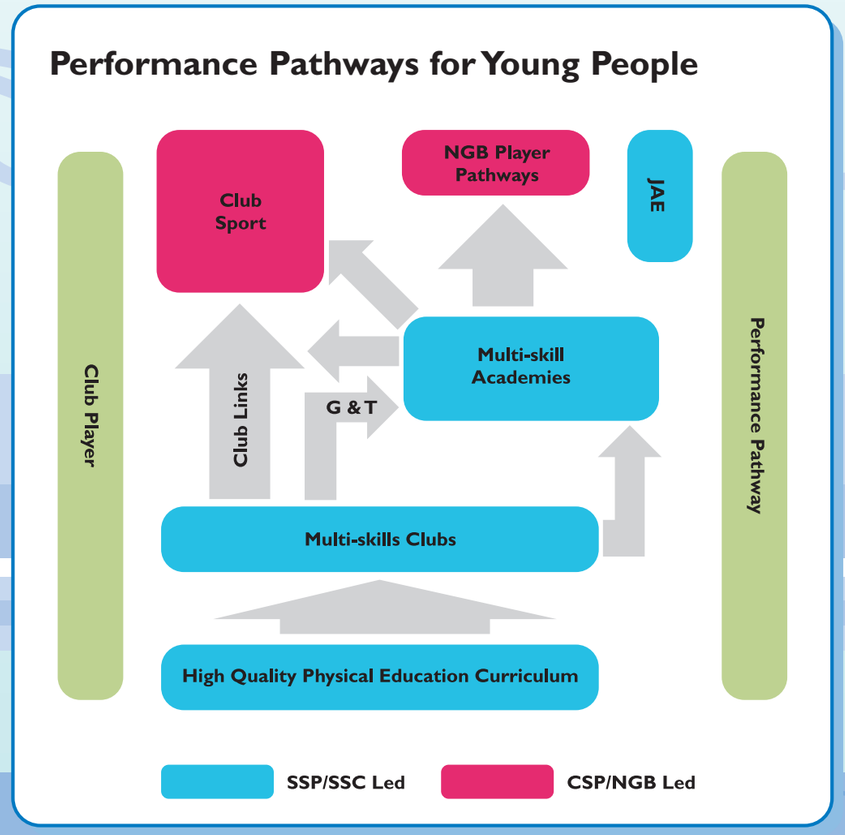
**Multi-skills Clubs are an ideal way to deliver to a wide range of young people as they do not rely on specific sports governed by specific sport rules and equipment.**

## The Player Pathway – Linking the Tools

Multi-skill approaches are essential to the effective implementation of the LTAD principles and it is essential to the success of the multi-skill programmes that Multi-skill Clubs and Multi-skill Academies are appropriately linked and form part of the player pathway for young people, a pathway that can lead to both improved performance and participation in sport.

***'The Multi-Skill Academies provide an exciting and valuable experience for talented young people, included talented young table tennis players. Being an effective table tennis player requires a number of skills including agility, hand/eye co-ordination, speed of reaction and balance. All of these skills can be developed at both Table Tennis Clubs and Multi-skills Academies. The ETTA looks forward to the academies providing us as a national governing body with a pool of young people to identify talent whilst also providing existing table tennis players with opportunity to further develop core fundamental skills through a multi-skill approach.'***
Diccon Gray. National Development Manager, English Table Tennis Association.

The following diagram illustrates how this pathway can be built and where the relevant agencies and programmes are required to support the process;




***'The activities we do in the Multi-skill Club, like the rope ladder and hoop games, aren't just about thinking and running. They help with space and make you focus on technique, which has definitely improved my performance in football and rugby.'***
YR7 Pupil.



# Multi-skill: Clubs and Academies

## What is a Multi-skill Club?

The main aim is to bridge the gap between school and community sport and provide the first 'real' club experience for young people.

Delivered through the network of School Sport Partnerships, a Multi-skill Club is an out of school hours learning, open access, regular opportunity in which young people aged between 7 and 11 can attend to develop their fundamental skills.

***Like most boys of his age, Daniel likes playing football, but six weeks ago the task of controlling the ball was a struggle for the 8 year old. Then he was asked to join a Multi-skill Club. 'The ball used to keep rolling away from me, now I've learned to control it and I can play better'.***

A Multi-skill Club can take place at a variety of venues and times to suit local circumstances and should form part of a high quality OSHL programme. In addition, Multi-skill Clubs may be delivered in sports clubs and/or as part of local authority sports development as long as there is sound communication and agreed outcomes between the relevant partners.

Multi-skill clubs provide an ideal opportunity to increase children's experience of a wider range of activities. This can serve to remove many of the barriers traditionally perceived to impede participation in certain sports, in particular gender bias and sports solely associated with disabled people.

In essence a Multi-skill Club should:

- be a real 'club' experience for a young person, where they feel part of a structured environment
- bridge the gap from school sport to club sport for young people
- be an environment which develops a young persons movement competencies, confidence and understanding of skills
- be a fun, challenging environment which aims to develop the FUNdamental skills that are the basis of all sports participation
- deliver activities which prepare young people for a lifelong involvement in sport and physical activity
- provide a challenging environment in which talent and future potential can be recognised.
- be open and accessible in every way to all young people and fully inclusive in terms of ability, gender, disability and ethnicity.

### Key Message

**Multi-skill Clubs are in effect the 'holding tank' which feeds community clubs with physically literate young people.**

***'I'm hoping to go to the 2012 Olympics and I really enjoyed the problem solving element of the Multi-skill Clubs. In Judo, you're on your own, but when you have to think about getting a team of people across a sports hall without touching the floor using only a bench, a mat and a rope, you have to reflect on how the decisions you make will affect others and I took that back to my sport, as well as other areas of my life.'***
YR 9 Pupil.

## What is a Multi-skill Academy?

The Multi-skill Academy programme was launched in 2003 with the aim of creating a multi-skill environment and developing FUNdamental movement skills among all gifted and talented young sportspeople. The talent development programme is hosted by Sports Colleges and partner schools for year 6 and 7 pupils and offers an activity schedule using a variety of approaches to help young people develop physical skills from a broad development and movement vocabulary.

In structuring a Multi-skill Academy, teachers and coaches should develop a flexible and creative programme which best suits local circumstances and opportunities. They should, however, form part of a schools OSHL programme, either as consecutive full days in school holidays and/or as part of an after school programme. Sample programmes and schedules can be found at appendix 1.

***'The multi-skill experience has eased the pupil's transition into secondary school and has further developed their physical skills.'***
School Sport Co-ordinator.

## Selecting gifted and talented pupils to attend a Multi-skill Academy

***'The selection of pupils is a crucial issue which has a great impact on the success of a Multi-skill Academy. The criteria for selection and the nature and aims of the camp need to be very clearly explained to the Primary Link Teacher (PLT) and Primary PE Co-ordinators prior to the camp. Also, the distinction between being talented in PE and being talented in a specific sport needs to be recognised.'***
16-19 PE Co-ordinator and Advanced Skills Teacher.

Talent in PE and sport can be recognised in pupils displaying high levels of psychomotor skills but, in addition to noting movement skills, it is also important to recognise pupils whose talents are best showcased in their approach to tasks and their ability to achieve effective performance in comparison to their peers. Significantly a young disabled person may not appear gifted and talented in relation to their non disabled peers but could be achieving at a regional and international level. This highlights some of the complexities of identifying gifted and talented disabled pupils. Further guidance can be gained from the **www.talentladder.org.uk** to assist in the identification of talented young disabled people.

The following Qualifications and Curriculum Authority/National Curriculum Guidelines should be used to identify pupils for Multi-skill Academies. Pupils who are talented in PE are likely to show many or all of the following characteristics in their performance and approach to PE and sport and dance. Further details can be found at **www.qca.org.uk** and/or **www.nc.uk.net** and at appendix 6.



### Think Inc

**It is essential that Multi-skill Academies provide an environment for stretching and challenging the gifted and talented young disabled people from our mainstream schools as well as from special schools.**

## Approach to Work

Pupils may:

- be confident in themselves and in familiar contexts
- be able to think innovatively and take wise risks with ideas and approaches
- show a high degree of motivation and commitment to practice and performance.

## Effective Performance

Pupils may:

- be intelligent, independent, thoughtful performers, actively forming and adapting strategies, tactics of compositions
- be able to reflect on processes and outcomes in order to improve performance, understand the close and changing relationship between skill, fitness and the tactics or composition of the performance
- be good decision makers and able to take the initiative, often showing high levels of autonomy, independence and leadership
- be creative, original and adaptable, responding quickly to new challenges and situations, and often finding new and innovative solutions to them.

## Body Skillfulness and Awareness

Pupils may:

- have a high degree of control and co-ordination of their bodies
- show strong awareness of the body in space
- combine movements fluently, precisely and accurately in a range of contexts and activities.

It is also important that teachers and coaches are aware that:

- age and physical maturation can lead to better performance at certain ages and stages of development
- the nature of a young persons impairment is not necessarily a limiting factor in terms of performance
- early physical maturation is not a characteristic of talent in PE and sport.

For further information visit **www.talentladder.org.uk**

### Key Message

**It is vital that Multi-skill Academies are effectively planned and managed and are positioned in the context of the local Physical Education, School Sport and Community Sport structures. In order to achieve this, the Multi-skill Academy process should involve as many local partners as possible. Quality time spent on planning will ensure that the right young people are given the right opportunity at the right time.**

## Who delivers Multi-skill Clubs and Academies?

Both Multi-skill Clubs and Academies will require qualified teachers, PE specialists and/or at least level 2 NGB coaches with the ability to deliver multi-skill content. These may be assisted by other skilled deliverers such as Community Volunteers involved in Step into Sport, Sports Leaders or other suitably qualified individuals with specific expertise. For example, someone with skills working with blind or visually impaired athletes.

It is essential that deliverers have the skills and knowledge required to deliver safe activities and are able to identify and if necessary make beneficial adjustments to participants movements and actions. They must also understand the key principles of LTAD and child development.

Of paramount importance is the need to create the right atmosphere for learning and development by offering high quality enjoyable sessions centred on the ability needs in an inclusive environment which allows all young people to engage.

In order to support the multi-skill deliverers a series of workshops have been developed in partnership with Sports Coach UK:

- a workshop entitled an 'Introduction to Long Term Athlete Development' is aimed at coaches to assist the understanding of key concepts of LTAD and what it means to coaches and coaching practice
- a practical workshop entitled the 'FUNdamentals of Movement' - this practical workshop explores the concepts of agility, balance and co-ordination and complements other coach education resources which focus on the movement skills of running, hopping, skipping etc. The workshop helps teachers and coaches to observe, analyse and coach good movement patterns within their sessions whether multi-skill/FUNdamentals or sport specific sessions
- a further practical workshop entitled 'Multi-skill Clubs in Practice' is available to those SSPs/CSPs which are involved in the delivery of the multi-skill clubs programme. This builds upon the FUNdamentals of Movement workshop and begins to explore the delivery of FUNdamental sports skills and how sessions can be structured in club settings.

In terms of access, the 'Introduction to Long Term Athlete Development' and 'FUNdamentals of Movement' workshops are available by contacting the Sports Coach UK Business Centre at bsc@sportscoachuk.org

Those delivering Multi-skill Clubs can access the 6 hour workshop made up of the 'FUNdamentals of Movement' and 'Multi-skill Clubs in Practice' workshops via their County Sports Partnership or directly via **bsc@sportscoachuk.org**

NB – A set of recommended minimum standards for the delivery of both Multi-skill Clubs and Academies have been developed. These can be downloaded from **www.youthsporttrust.org**

## Resources and Equipment

In order to support the delivery of multi-skill, a set of resource cards have been developed which will be made available to those SSPs involved in the multi-skill club programme based on the following topics:

- Agility
- Balance
- Co-ordination
- Including Young Disabled People (ABC)
- ABCs in games
- ABCs in Gymnastics and Dance
- ABCs in Athletics

**Think Inc**

**If an activity is too hard or too easy...**

**...change it.**

The multi-skill cards have been designed to give children experience of appropriate FUNdamental movement abilities; they include simple activities and games which will provide deliverers with a fun and exciting way of presenting multi-skill. As well as supporting Multi-skill Clubs and Academies, the activities could also be used as challenges for the key stage one and key stage two festivals within the national competitions framework for young people. (see appendix 2)

There are 3 specific inclusion cards on agility, balance and co-ordination but the majority of the activities on the cards can be used with most young people in conjunction with the STEP principle.

The format of the cards, along with the content, are innovative and exciting. They are A3 size folding down to A4. The front outlines a fun and enjoyable game/challenge which reinforces the main aim of the skill based activities, the inside includes a range of activities that can be used to develop competence and the back includes technical information which the deliverer can utilise to provide progression and differentiation within their sessions. The following format has been adopted in the technical aspect of the cards:

- **FABB – How can you improve?**
  The analysis of FABB (feet, arms, body, brain) is intended to help deliverers focus their assessment and also to help children with the important area of decision making.
- **SOSS – How can the activity change?**
  Activities could be changed by varying the space, objects, speed or strength.
- **All round development**
  To help deliverers link different sections of the ABCs.
- **Extending skills**
  As children gain competence and knowledge it is important they are given the opportunity of developing. This section lists ideas for personal development or has suggestions of activities that could be practised at other times.

In addition to the resource cards, SSPs will receive an exciting package of equipment which has been designed to support the delivery of the fundamental skills, for example, stability pads, ladders, reaction balls, juggling balls and speed bounce. A list of equipment included within the Multi-skill Club bag is available at appendix 2.

*'The mastery of FUNdamental movement skills by young people is essential to both long-term participation in physical activity and future athletic achievements. The Multi-skill Club programme and, in particular, these resource cards equip teachers and coaches with the ability to deliver agility, balance and co-ordination in a fun, challenging and structured way whilst also introducing FUNdamental sport skills such as running, jumping, throwing, catching and striking which will prepare young people for the transition into club and community sport'.*

**Dr Istvan Bayli, Pacific Sport Vancouver and National Coaching Institute Victoria, BC, Canada**

## Making the Links

It is vital that Multi-skill Club and Academy provision supports and complements the delivery of National Curriculum PE and is also effectively linked with other programmes and opportunities that are available through the PESSCL Strategy, NGBs and other key agencies.

1. The Multi-skill Club and Academy programmes must be developed in the context of the schemes of work and programmes of study used by schools, particularly at Key Stages 2 and 3. They should provide an extension and enrichment of the PE National Curriculum.
2. Planning and developing of the two programmes should be in line with the School Sports Partnership Development Planning process and support the intended outcomes of the SSP.
3. Both programmes should be offered as an additional opportunity within a School Sports Partnership OSHL programme to ensure that there is a logical and progressive pathway for young people to follow.
4. In terms of lifelong participation and performance, links with NGB Community Clubs are an essential ingredient to both Multi-skill Clubs and Academies.
5. High Quality Competitive School Sport is now recognised as one of the four key elements of high quality PE and school sport with multi-skill activities and challenges making up a large proportion of the emerging competition framework at Key Stages 1 and 2. A diagram of this framework can be seen at appendix 2.
6. Multi-skill Clubs and Academies also have many potential connections with other programmes which could further enhance the quality of the provision and also maximise the potential added value at a local level. These include:
   - Community Sports Coaches – potential key deliverers
   - County Coach Development Officers – provision of vital Continuing Professional Development support and guidance to coaches delivering the programmes
   - Step into Sport Community Volunteers – potential high quality placement opportunities for Community Volunteers to support deliverers
   - Club Links – the young people attending both Multi-skill Clubs and Academies could be referred on to NGB clubs that are receiving development support as part of the Club Links strand of PESSCL
   - Junior Athlete Education (JAE) Programme – could provide mentoring and lifestyle support for the young people who move further up the talent ladder, in both school and club settings.

***'A lot was already going on for students who are capable of being in the school team and taking part in the many competitions, festivals, leagues and tournaments. We hope that the Multi-skill Clubs will enthuse those children who have not necessarily been in the school team but are keen on PE, to play a greater part in sport in school and maybe join clubs outside school'.***
Partnership Development Manager

## Monitoring and Evaluation

The monitoring and evaluation of both Multi-skill Clubs and Academies is crucial to the future of both the development of the programmes and the sharing of good practice throughout the networks.

The strategies being adopted to produce effective monitoring and evaluation which will provide quality information on both impact and process will be two-fold. Firstly a national monitoring and evaluation project will be commissioned and focus upon the longitudinal impact on the skill development of young people participating in multi-skill environments. Secondly, local partnerships will be asked to collate their own data using the sample templates provided in appendix 3-5 and also, where appropriate, provide examples of best practice which can be shared with other partners.



# Appendix

# Appendix 1: Sample Programmes and Schedules for Multi-skill Academies

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **Theme** | **Balance** | **Agility** | **Co-ordination** | **FUNdamentals of Net/Wall** | **FUNdamentals of Invasion** |
| **Morning Session** | • Static Balance<br>• Dynamic Balance<br>• Balance and Moving<br>• Changing Balance | • Movement Patterns<br>• Changing Direction<br>• Twisting and Turning | • Moving On Own<br>• Moving With Others<br>• Moving Something<br>• Moving With Something | • Ready Position<br>• Hand/Eye Co-ordination<br>• Sending<br>• Receiving<br>• Ball Handling | • Striking<br>• Fielding<br>• Catching<br>• Throwing |
| **Theme in Practice** | **Balance Through Athletics** | **Agility Through Gymnastics** | **Co-ordination Through Dance** | **Net/Wall Skills in Action** | **Invasion Skills in Action** |
| **Afternoon Session** | • Sports Hall Athletics Festival | Routine Development to include:<br>• Travelling<br>• Balance<br>• Flight<br>• Twisting<br>• Turning<br>• Rolling | Pupils to be encouraged to work as a team to choreograph own piece of dance. | • Racket Games<br>• Dodgeball | • Rounders<br>• Baseball<br>• Softball<br>• Ultimate Frisbee |



# Appendix 1: Sample Programmes and Schedules

| Session (1 Day/Month) | Theme | Skills | Activities |
|---|---|---|---|
| 1 | **Balance** | • Static Balance<br>• Dynamic Balance<br>• Points of Contact<br>• Losing Balance<br>• Balance in Relation to Objects | Crab Football<br>Gymnastic Movements/Routines<br>High Five Netball |
| 2 | **Agility** | • Speed of Movement<br>• Changing Pace<br>• Movement Patterns | Ladder/Hurdle Drills<br>Tag Rugby |
| 3 | **Co-ordination** | • Timing<br>• Reaction<br>• Shadowing<br>• Movement Patterns<br>• Moving with Something | Dribble Relays<br>Volleyball<br>Archery<br>Cup Stacking |
| 4 | **Hand/Eye Co-ordination** | • Racket Skills<br>• Timing<br>• Reaction<br>• Throwing & Catching | Mini Racket Games<br>Ultimate Frisbee |
| 5 | **Striking & Fielding** | • Understanding Tactics<br>• Striking a Ball<br>• Positioning | Rounders<br>Baseball<br>Inter-Cricket |
| 6 | **Rhythm & Routine** | • Co-ordination with Others<br>• Routine Development | Street Dance<br>Performance |
| 7 | **Outdoor Adventurous Activities** | • Spatial Awareness<br>• Confidence<br>• Balance, Strength & Agility | Orienteering<br>Rock Climbing/Abseiling<br>Canoeing |
| 8 | **Decision Making/Teamwork** | • Communication<br>• Working with Others<br>• Working under Pressure | Raft Building<br>Parachute Games<br>Developing Own Games |

# Appendix 1: Sample Programmes and Schedules

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| 9.15am - 10.45am | 'Where am I now?'<br>• Welcome<br>• Introductions<br>• Get to know the group<br>• Problem solving / leadership / co-operation activities | 'Land hand/eye skills'<br>• Ball handling<br>• Reaction time<br>• Co-ordination<br>• Analysis and Evaluation | 'Me on my own!'<br>• Balance<br>• Power<br>• Strength<br>• Flexibility<br><br>Street/Break Dance and Wall Climbing | 'Now it's me against the elements!'<br>Problem solving and outdoor adventure<br>Activities: Two days at Outdoor Adventure centre as day visitors<br><br>Continue theme of considering own ability at co-ordination, movement, thinking and body awareness<br><br>• Special awareness (orienteering)<br>• Balance, strength and agility (rock climbing)<br>• Thinking for oneself, working with others and working under pressure (problem solving)<br><br>The programme will be specifically designed to meet the needs of the G & T group and will include seminars. | |
| 10.45am - 11.00am | BREAK | BREAK | BREAK | | |
| 11.00am - 12.30pm | 'What is my fitness level?'<br>• Fitness Testing | As above until 11.45am | As above - rotate groups | | |
| 12.30pm - 1.15pm | LUNCH | LUNCH | LUNCH | | |
| 1.15pm - 2.00pm | Seminar | 'Water hand/eye skills'<br>• Speed<br>• Co-ordination<br>• Reaction time<br>• Problem solving<br>• Co-operation and competition<br>• Communication | Seminar | | |
| 2.00pm - 3.00pm | 'How good am I at learning skills and adapting to new situations?'<br>• New Game: Tchouckball | | 'Me against me!'<br>• Endurance distance<br>• Short distance<br>• Jumping / leaping<br><br>Sportshall Athletics | | |



| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **Morning** | **Welcome and Outline of Aims and Objectives**<br><br>FITNESS ASSESSMENT<br><br>Pulse Rate Measurement (BPM)<br><br>Strength Tests:<br>• Sit-ups<br>• Standing Jump<br>• Pull-ups<br>• Bent arm Hang<br><br>Speed & Agility:<br>• 10m shuttles<br>• 50m sprints<br><br>Suppleness:<br>• Sit & Reach Test | **Co-ordination Skills**<br><br>• Catching<br>• Fielding<br>• Throwing<br>• Striking<br><br>Tactical evaluation and strategy formulation<br><br>• Team Play | **Swimming (Off-site Activity)**<br><br>Basic personal survival and water safety<br><br>Water based games<br><br>Stroke improvement | **Dance Day**<br><br>Selection of choreographed pieces from jazz, modern and rock & roll.<br><br>Students are to be encouraged to develop self-confidence, expression and will be given the opportunity to work as a team in developing the theme into a final choreographed piece. | **Outdoor and Adventurous Activities at OAA Centre (Off-site activity)**<br><br>Team building and problem solving activities.<br><br>• Decision trail<br>• Canoeing<br>• Climbing Wall<br>• Abseiling |
| **Morning** | **Stamina:**<br>One mile run/walk<br>Multi-stage fitness test<br>Chester Step test | **Workshop:**<br>Motivation techniques.<br>Answering the question of why do we take part in sport? | **Workshop:**<br>Diet, health and hygiene. | **Performance**<br><br>Dance Work | **Discussion:**<br>DISCUSSION:<br>Evaluations and Questionnaires |

# Appendix 2: National Competition Framework for Young People

| Stage | Competition |
|---|---|
| **Key Stage 1**<br>**5-7 years** | - annual off site Multi-skill(fun) Festival<br>- working across clusters (beyond peer group)<br>- Secondary schools organise for primaries<br>- possible multi sport award schemes and log books for young people |
| **Key Stage 2**<br>**7-9 years** | - multi-skill festivals (termly)<br>- off school site<br>- 'theme' based<br>- Possible early specialisation in some sports through NGB and club structure |
| **Key Stage 2**<br>**9-11 years** | - multi-sport competition (6 week block rotation)<br>- central venue leagues<br>- coaching and competition based on primary, secondary or club sites |
| **Key Stage 3**<br>**11-12 years** | - multi-sport competition (monthly 3 sports)<br>- e.g. central venue leagues in a range of sports coaching and competition at secondary, hub or club sites |
| **Key Stage 3 & 4**<br>**12-16 years** | - Inter school leagues and cup competitions within School Sport Partnerships (year group teams)<br>- Identification of national 'core' sports plus additional sports identified locally (NGBs would have to have an integrated competitive structure including Schools Associations accepted as core) |
| **16-19 years** | - Not for talented already identified as part of NGB talent programs<br>- 'junior varsity' to give this group an identity<br>- intramural comp within the learning community-schools/PE/6th forms<br>- organised sport in core sports that match the secondary programmes.<br>- e.g. single venue festivals for a number of institutions during ring fenced time (Wednesday pm) |



# Appendix 3: Multi-Skill Club and Academy Questionnaire For Participants

(can be adapted for both Clubs and Academies)

Male or Female _____

Age _____

School Year (e.g. 6 or 7) _____

Name of your School _____

Club/Academy Location _____

**Please shade the face which best suits your answer:**

**1.** I have found the activities to be fun

**2.** I learned new skills

**3.** I improved my existing skills

**4.** The coaches were helpful

**5.** The group size was just right

**6.** I was encouraged to contact other sports clubs in my area

**What did you like and/or dislike most about the club/academy?**

_____

_____

_____

# Appendix 4: Multi-Skill Club and Academy Questionnaire For Parents

(can be adapted for both Clubs and Academies)

Name of School Sports Partnership hosting Multi-Skill Club or Academy attended by your child:

_____

**Based on the experiences of your child at the Multi-Skill Club, please shade the face which best fits your answer:**

**1.** My child enjoyed the Multi-Skill Club/Academy

**2.** My child learned new skills

**3.** My child improved their existing skill

**4.** The coaching was good

**5.** The club was well organised and safe

**6.** My child was encouraged to contact other sports clubs in my area

**How do you think your child has benefited and/or will benefit from their involvement in the Multi-Skill Club and/or Academy?**

_____

_____

_____

_____



# Appendix 5: Multi-Skill Club and Academy Questionnaire For Teachers and Coaches

(can be adapted for both Clubs and Academies)

Multi-skill Club/Academy Location _____

Activities coached at club _____

_____

**1.** Was the Multi-skill Club/Academy easy or hard to organise and why?

_____

_____

_____

_____

**2.** Which part(s) of the Multi-skill Club/Academy worked most successfully and why?

_____

_____

_____

_____

**3.** How did the participants benefit from the Multi-skill Club/Academy experience?

_____

_____

_____

_____

**4.** If you ran this Club/Academy again, what would you change to make it better?

_____

_____

_____

_____

**5.** What additional training would you like to see on offer?

_____

_____

_____

_____

# Appendix 6: Identification of Talented Pupils in Physical Education:

## A Template for Teachers to Assist in Selecting Pupils for a Multi-skill Academy

By Richard Bailey, Professor in Education, Canterbury Christ Church University College, and
David Morley, Senior Lecturer in Physical Education, Carnegie, Leeds Metropolitan University

Complete this for PUPILS who demonstrate TALENT in PHYSICAL EDUCATION.
Please respond: 5 = Excellent 4 = Very Good 3 = Good 2 = Satisfactory 1 = Poor

| **Acquire and develop skills in PHYSICAL EDUCATION** | **RATING** |
|---|---|
| • Explore develop and invent skills showing understanding, control, fluency and quality *in a range of activities* | |
| • Be able to transfer skills effectively across a range of activities | |
| • Consolidate and develop skills *in a creative inventive and innovative way* | |
| • Show motivation, commitment and focus when working | |
| **Sub total** | |
| **Select and Apply** | |
| • Be able to plan and utilise *a range of strategies* in *a range of activities* | |
| • Demonstrate *a range of skills in different* compositional & tactical situations | |
| • Be able to make good decisions when working independently and collaboratively in a team *in a range* of tactical and compositional situations | |
| • Demonstrate the ability to take the lead when working with others | |
| **Sub total** | |
| **Evaluation** | |
| • Be able to *reflect* and evaluate their performances and others | |
| • Identify strengths and weaknesses in a range of performances | |
| • Suggest ways of improving performances in a range of activities | |
| • Communicate clearly when describing performances showing an understanding of tactics/strategies/composition | |
| **Sub total** | |
| **Health/Skill Fitness** | |
| • Demonstrate balance when performing actions and skills in isolation and combinations | |
| • Demonstrate an appropriate level of fitness for their age | |
| • Demonstrate good peripheral vision and use this effectively in a range of situations across activities | |
| • Show *precision* when executing movement skills | |
| • Perform skills with *coordination* | |
| • Show *precision* when executing *ball skills* | |
| **Sub total** **TOTAL** | |
| **SUMMARY OF STRENGTHS** / **ASPECTS TO IMPROVE** | |
| • / • | |
| • / • | |
| • / • | |
| • / • | |
| • / • | |
| **PUPILS NAME:** / **SCHOOL:** | |
| **YEAR:** / **Staff signature:** | |



# Appendix 7: Useful Web Links

### Youth Sport Trust
**www.youthsporttrust.org**

### Sport England
Provides services and funding to sport in England.
**www.sportengland.org**

### Sports Coach UK
Provides a comprehensive range of services to sports coaches.
**www.sportscoachuk.org**

### Talent Ladder
The national talent framework for PE and sport: supporting gifted and talented sports people in schools.
**www.talentladder.org**

### Talent Matters
Provides practitioners in physical education with information and resources to support the development of talented pupils.
**www.talentmatters.org**

### TEACHERNET
The education site for teachers and school managers.
**www.teachernet.gov.uk**

### QCA
The Qualifications and Curriculum Authority.
Leads development in curriculum assessments, examinations and qualifications.
**www.qca.org**

### Department for Education and Skills
The UK government department for Education and Skills.
**www.dfes.gov.uk**

### Department for Culture, Media and Sport
The UK Government department for culture, media and sport.
**www.culture.gov.uk**

*Please also refer to specific National Governing Bodies for sport websites for specific information.*