

Quicksticks Leadership Course – Planning and Delivery Guidance

This guidance aims to assist with delivery of the Quicksticks Leadership Course giving young leaders the basic skills to lead a Quicksticks session. This course can aid delivery as part of both G.C.S.E. Physical Education and BTEC Level 2 Diploma in Sport in the following modules:

- Influences on your Healthy Active Lifestyle
- Performance in PE, both Practical Performance and Assessment
- Planning and Leading Sports Activities
- Planning and Running a Sports Event

We have provided a suggested structure to the course below, however deliverers should adapt the guidance as necessary to suit the number of candidates, the amount of time available and the type of facilities available. The content and training provides a basic overview and introduction to each area, and therefore young leaders should only ever operate under the supervision of a qualified teacher or coach.

Step by Step Guide to Planning a Course

Below is a step by step guide as to how deliverers can plan, and then deliver the course to a group of candidates.

- Register yourself in the Members Area of the [Quicksticks website](#), which will give you access to the Quicksticks Online Training Course enabling you to familiarise yourself with the content.
- Download the candidate registration form as well as the following documents found in the member's area, which will aid delivery:

Module One	Introduction to Leadership	Introduction to Leadership Presentation
Module Two	Deliver Quicksticks	Quicksticks Full Rules document Quicksticks Advisory Guidelines Deliver Quicksticks Presentation
Module Three	Umpire Quicksticks	Quicksticks Umpiring Tips document
Module Four	Organise a Quicksticks Festival	Festival Guidance document Festival Templates
Optional Module	Quicksticks Team Manager	Quicksticks Team Manager document

- Decide whether you are going to use the online course videos for the Deliver Quicksticks module or if you are happy to demonstrate yourself.
- We recommend you order the Challenge Cards as this accompanies and supports the Deliver Quicksticks Module and future activity. These are available from the hockey section at Youth Sport Direct www.youthsportdirect.org (order at least 2 weeks prior to the course start date).
- Deliver Quicksticks, Umpire Quicksticks & Organise a Quicksticks Festival all have practical tasks which must be completed to pass these modules.
- Once completed send the [Candidate Registration Form](#) to Jason.ocallaghan@englandhockey.co.uk who will issue your certificates.

Module One: Introduction to Leadership

Resources:	Introduction to Leadership Presentation
Practical Assessment:	None
Time:	Approximately 30 minutes depending on your young people's knowledge

The aims of this module are to:

- Introduce the key qualities of being a good leader
- Demonstrate the roles and responsibilities of being a leader
- Highlight the importance of effective communication, both verbal and non verbal
- Establish how a good leader can motivate players

Slide Number	Activity
3	<p><i>What is Hockey?</i></p> <p>Ask candidates what they know about hockey, England Hockey and Clubs. Leading questions, if needed, can be found on the slide notes within the PowerPoint presentation.</p>
4	<p><i>Qualities of a Leader</i></p> <p>Task 1</p> <p>Ask candidates to individually choose 5 qualities they think are important to being a good leader. Then as a group ask them to agree on their top 5 and explain why. The aim is to show that leaders require lots of different qualities.</p>
5	<p><i>Creating a good impression?</i></p> <p>Teacher Demonstration Go out of the room and walk back in as if you are arriving for the first time. Create a bad first impression then ask the group to discuss what they thought.</p> <p>Communication Task 2</p> <p>Put the group into pairs and give each pair one of the following types of non-verbal communication to discuss/role play and then feedback to the group what makes a good or bad first impression:</p> <p>Facial Expression – happiness, sadness, surprise, fear, disgust, anger, interest Gestures – hands, clapping, nodding, pointing, clenched fist Body Language – slumped, upright, engaging, avoiding eye contact, Spatial Awareness – positioning, too close/far away from players Clothes and Appearance – clean clothes, shirt hanging out, laces fastened</p> <p>First impressions will influence the player's attitude to the activity and hockey; they must remember they are representing themselves as well as their school/club. They should demonstrate the skills and qualities they are trying to encourage others to have by leading by example.</p>
6	<p><i>Giving instructions</i></p> <p>The following tasks can be use to demonstration the importance of good communication:</p> <p>Task 3</p> <p>The mirror drawing task</p> <p>Partners sit back to back. Number 1 draws a simple drawing (i.e. house, Christmas tree) on a sheet of paper. Number 2 is not allowed to see the drawing at any time during the exercise. Number 1 describes what they have drawn without using associated words with the object they have drawn. Number 2 tries to replicate the drawing, conforming to size, shape, location on the paper and shading/colour. They</p>

	<p>then show each other their drawings</p> <p>The great communicator task One group member is selected to communicate to the rest of the group. The great communicator will be given a diagram/picture made of geometric shapes which they must describe to the group. Group members are to draw what they hear. The great communicator is not allowed to use geometric terms such as square, circle, triangle etc. No questions are allowed from the group. Once finished the group show each other their drawings. Use points of the slide to recap.</p>
7	<p><i>Forms of communication</i> Ask the group to name examples of verbal and non-verbal communication before showing the tables; ensure leaders understand why they are important.</p> <p>Ask the group to guess what percentage of their communication is made from their words, body language and pitch/tone/expression before revealing the pie chart.</p>
8	<p><i>Roles and responsibilities</i> Split the leaders into groups and ask each group to discuss what is happening in the pictures. Groups then can feedback to the leaders about what they discussed and how it relates to the role and responsibilities of being a leader. For more information visit England Hockey's information page regarding Code of Ethics and Behaviour</p>
9	<p><i>Roles and responsibilities</i> Discuss the points on the slide and how each one is important. For further information see England Hockey's Proud to Protect guidance.</p>
10	<p><i>How does a Leader motivate?</i> Ask the group to name as many reasons why young people play sport and hockey and what motivates them.</p> <p>These can then be grouped into either intrinsic or extrinsic motivators, show the table to help the leaders understand. Discuss the difference between intrinsic wanting to do it for themselves and extrinsic - for external rewards. Which do they think are the best types of motivators? Explain how a mixture of motivators is good, but intrinsic will ensure long term motivation.</p>
11	<p><i>Who is your role model?</i> Divide the group into small groups.</p> <p>Ask participants to think about their favorite leader and somebody that has influenced their life, could be a coach, teacher, scout leader etc and to think about what makes them their favorite and why they enjoy learning from them.</p> <p>Then ask them to identify leadership characteristics by posing the question: "What was it that made this person such an effective leader?"</p> <p>Then as a group, identify the traits that all the leaders seemed to share. Draw upon the points covered in this presentation to reinforce the qualities of a good leader.</p> <p>If you don't have time you can leave the candidates to think about this question in their own time.</p>

Module Two: Deliver Quicksticks

(suggested delivery with the Umpire Quicksticks module)

Resources:	<ul style="list-style-type: none"> • Quicksticks online training course • Quicksticks Full Rules document • Quicksticks Advisory Guidelines • Deliver Quicksticks Presentation • It is recommended to purchase the Quicksticks challenge cards
Practical Assessment:	<ul style="list-style-type: none"> • Two sessions delivering Quicksticks • Two games umpiring Quicksticks
Time:	Approximately 2.5 hours – 3 hours

The aims of this module are to:

- Give an overview of the game of Quicksticks
- Explain what equipment and resources are needed to play Quicksticks
- Give an overview of the basic rules of Quicksticks
- Demonstrate how to deliver basic Quicksticks sessions

The course explains the aims of Quicksticks, details the range of equipment and resources available, provides a summary of the key rules of the game, and provides examples of safe and effective delivery within various settings.

The online course comprises of a series of supporting videos, as follows:

- **What is Quicksticks?** – provides a brief overview of Quicksticks
- **Quicksticks Equipment** – provides an overview of the specially designed equipment available to support delivery of the game
- **Quicksticks Resources** - provides an overview of the resources available to support the delivery of the game
- **Rules of Quicksticks** - explains the key rules including starting and restarting the game and free-hits
- **Quicksticks In Action – Examples of Delivery**
 - Year 3 / U8 - delivered to a group on a tarmac /playground surface
 - Year 4 / U9 - delivered to a group on a sports hall surface
 - Year 5 / U10 - delivered to a group on a tennis /netball court surface
 - Year 6 / U11 - being delivered to a group on an artificial turf pitch

Delivery Guidance:

- First watch the videos to familiarise yourself with the content.
- If appropriate videos can be used during the course to support the tutor's delivery.
- If the tutor is confident with the content practical demonstrations can be used rather than the videos.



Approx Time	Activity
10 mins	<p><i>Introductions</i> Welcome candidates, give an overview of the course and handout rules document and advisory guidelines</p>
10 mins	<p><i>Video</i> Show first and second videos – What is Quicksticks (1 min 35 sec) and Quicksticks Equipment (2 min 40 sec)</p> <p><i>Group discussion</i> Either as a whole group or divided into smaller groups, discussion the following:</p> <ul style="list-style-type: none"> • What are the teaching points on how to hold the Quicksticks stick? • How do you tell that a young person has the correct size Quicksticks stick? • What side of the Quicksticks stick should be used? • Why are there are no left handed hockey sticks? • How and why is a Quicksticks ball different to a normal hockey ball?
20 mins	<p><i>Video</i> Show third video Quicksticks Resources (3 min 20 sec)</p> <p><i>Group discussion</i> Either as a whole group or divided into smaller groups, discussion the following:</p> <ul style="list-style-type: none"> • How can the challenge cards help you deliver a session? • What is the STEP framework and how can you use it when delivering? <p><i>This is an opportunity to show young leaders examples of challenge cards</i></p>
10 mins	<p><i>Video</i> Show fourth video – Rules of Quicksticks (3 min 45 sec)</p> <p><i>Group discussion</i> Either as a whole group or divided into smaller groups, discussion the following:</p> <ul style="list-style-type: none"> • How many people are on a Quicksticks team? • What are the roles of the people in a Quicksticks team? • What is the suggested size of a Quicksticks pitch? • How do you start and restart a game of Quicksticks? • Give examples of when a free-pass may be given? <p><i>Refer candidates to the advisory guidelines and the rules for prompts, as and when necessary</i></p>
20 mins	<p>If combining the 'Deliver Quicksticks' Course with the 'Umpire Quicksticks' module it is suggested to cover points 1 and 2 of the Umpire Quicksticks Module Delivery Guidance on page 7</p>
20 mins	<p><i>Video</i> Show one of the example Quicksticks In Action delivery videos –Y3/U8; Y4/U9; Y5/U10 or Y6/U11 (12-15 mins). Emphasise that whilst watching, candidates should think about how they can relate the delivery to their setting, and what adaptations they may need to make.</p>

	<p><i>Group discussion</i> Either as a whole group or divided into smaller groups, discussion the following:</p> <ul style="list-style-type: none"> • Reinforce preparation using session plans and delivery cards – important to be clear on outcomes of session & key teaching points • Checklist of what needs to be planned - what size of group, equipment required, how area needs to be set-up, resources required (session plans, delivery cards and equipment) • Key safety points to always be aware of / emphasise during delivery: <ul style="list-style-type: none"> – Encourage children to keep sticks on floor – No wild swinging of sticks allowed! – Mark areas where children should stand whilst waiting (to keep them out of danger) • Delivery needs to be fun and keep everyone involved • Activities should be adapted to be made easier or harder, as necessary • Session should end with a recap of the key outcomes and learning points
60 mins	<p><i>Practice Session</i></p> <ul style="list-style-type: none"> • Split group into smaller groups, and assign a challenge card to each group for them set-up and then deliver to each other • If time permits, the groups can then deliver their challenge to the other groups • Set up games of Quicksticks so the candidates can experience the game* <p>*If combining with the ‘Umpire Quicksticks’ module it is suggested to cover this point with point 3 of the Umpire module</p>
10 mins	<p><i>Wrap Up</i> Thank the candidates, and encourage them to take up local opportunities to assist with the delivery of Quicksticks (school sessions, club sessions etc). Signpost them to the England Hockey website for more information about ongoing coaching pathways.</p> <p><i>‘Umpire Quicksticks’</i> Encourage candidates to take up local opportunities to umpire Quicksticks (school/club festivals etc). Signpost them to the England Hockey website for more information about ongoing umpiring pathways.</p> <p>Once each candidate has delivered two Quicksticks sessions they have completed the module.</p>

Module Three: Umpire Quicksticks

(Can be delivered separately or with the Deliver Quicksticks module)

Resources:	Quicksticks Umpiring Tips document
Practical Assessment:	Two games umpiring Quicksticks
Time:	Approximately 20 minutes

The aims of this module are to:

- Understand the basic rules of Quicksticks
- Know the umpiring hand signals

The rules of Quicksticks are simple, therefore so is umpiring a game of Quicksticks.

Delivery guidance:

1. Hand out a copy of the Quicksticks Umpiring Tips document to each candidate and/or have it on the projector.
2. Go through each of the tips in the following four areas:
 - Starting and re-starting a game of Quicksticks
 - Free pass when the ball goes out of a pitch
 - Free pass for fouls
 - Scoring a goal
3. Set up games of Quicksticks where the candidates swap between playing, umpiring and observing the umpires and feeding back to them.
4. **Once each candidate has umpired two games of Quicksticks they have completed the module.**

Module Four: Organise a Quicksticks Festival

Resources:	<ul style="list-style-type: none"> • Festival Guidance document • Festival Templates
Practical Assessment:	Organise and run a Quicksticks festival
Time:	Time to plan the festival and approximately 1-3 hours to deliver depending on festival content

Quicksticks festivals are an excellent way to play against other schools or clubs whilst having fun and improving player development. There are two types of festivals; a Quicksticks Game Festival and a Quicksticks Challenge Festival.

The aims of introducing and running Quicksticks festivals are to:

- Provide a fun and flexible approach to competition for all participants,
- Develop key skills, team spirit, social interaction and fair play,
- Establish more playing opportunities to engage young people in a wider variety of hockey competition as players, officials, umpires and leaders.

The Festival Guidance document provides advice and comprehensive guidance on how to organise, plan and deliver a Quicksticks festival. It includes a step-by-step guide to the following:

- suggested pitch layouts
- pre-event planning
- on the day activities
- post-event evaluation

Delivery guidance:

1. Use the Quicksticks Festival Guidance document to discuss the key areas when organising a festival.
2. Use the following supporting templates as necessary:
 - Invitation Letter
 - Confirmation Letter
 - Risk Assessment Form
 - Festival Guide
 - Team Sheet
 - Playing Schedule
 - Pool Format Sheet
 - Match Scorecards
 - Result Sheet
3. Supervise the group as they organise their own Quicksticks festival. Why not start with a festival within your school or club and then invite more teams for a bigger Quicksticks festival.
4. **Once each candidate has helped to organise a festival they have completed the module.**

All resources are available to download from the [Quicksticks website](#)

Optional Module: Quicksticks Team Manager

Resources:	Quicksticks Team Manager document
Practical Assessment:	Manage the team on one occasion
Time:	Approximately 20- 30 minutes and time to manage a team

The Quicksticks Team Manager module is a bolt on module and not compulsory in receiving the Quicksticks Leadership Course Certificate. The role of the Quicksticks Team Manager is to manage and organise the team before, during and after competitions. This role requires the Quicksticks Team Manager to work closely with the teacher or coach (or whoever is in charge). The adult responsible should assign tasks appropriate to their age and maturity.

The aims of this module are to:

- Understand the role of being a team manager
- Understand what planning and preparation is needed when managing a team

Delivery guidance:

1. Go through the Quicksticks Team Manager document, this is a guide of tasks the Quicksticks Team Manager could be expected to perform. Discuss the following areas –
 - Role of the team manager
 - Before the event
 - During the event
 - After the event
2. **It is suggested that each young person should manage a team once to gain firsthand experience of being a team manager.**