

RECIPE for successful sessions

R.E.C.I.P.E.

There are **many approaches** to delivery, this is one suggestion, but as deliverers, you must find an approach that **works for you and your participants**. It may be that you use **different** approaches at different **times** and with different **groups**.

Recap

- The recap may start with a **warm up** or by **recalling/revisiting the skills/activities** from the last session. Children need to be engaged from the start and **prepared** mentally and physically for the session. Encourage the children to **take increasing responsibility** for warming themselves up.
- Make **links** between what you have done previously, what you are going to focus on in this session and what you want to achieve/are looking for.
- Establish **outcomes/opportunities to/ understanding** for session.
- Use this time to speak to children and find out how they are feeling, what they have been doing, **build relationships** with them, etc. Children also need to speak to one another, as **social interaction** is an important factor to their **motivation** and **enjoyment** of the session.

Explore

- Children explore activity/concept/BCA using Activity Cards, range of equipment, ICT as appropriate. Initially set up the gardens/activity for the children and then work with them, moving to asking the children to **set up their own** gardens/activities. This will take **time** to achieve.
- Children work in small **groups** – friendship, similar ability, mixed ability, support groups, doing the same, adaptations of the same or different activities/skills/concepts.
- Children to take increasing responsibility by engaging in **peer teaching/coaching, self-check, problem solving**, etc.
- Engage in **conversation coaching** with children to **identify** which skills/concepts/BCAs/strategies/tactics they are **able to do** and those they want to **improve**.
- Develop opportunities for children to undertake **leadership/coaching** roles.



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Create

- Provide opportunities for children to **plan** activities to improve and establish conditions/rules.
- Challenge the children to make **adaptations** to activities to meet their needs abilities and interests as well as focus on particular skills/ concepts/BCA/ strategies/tactics, etc.
- Work in **groups** to practise to improve/work out ideas.
- Use the traffic lights on the Technical Skills Cards to help develop skills, and the '**Changes to the activity**' section on the Activity Cards to adapt the activities.
- Children could teach one another an activity they have designed, challenge another group to adapt an activity to focus on a particular aspect or challenge others to undertake specific challenges.

Intervene

It is accepted that good deliverers will intervene throughout a session, engaging in coaching conversations whenever they can, but a specific intervene phase has been included to support the principles of assessment for learning.

- **Highlight successful** skills/ideas/ actions and **what makes** them successful.
- Engage in conversation coaching to identify key aspects to improve.
- Ask the children to identify **what good/successful** performance **looks** like, what they are **trying to improve** and **why**.
- Relate coaching conversations to what you are trying to achieve/ outcomes/opportunities to.
- Use **questions** on Activity Card to help you.
- Use **ICT**, as appropriate, to help children **analyse** their performances.

Perform

- Provide children with opportunities to **perform**, for example, **against the clock** to establish personal bests, **with others, against others**. Whilst the **focus** is on **improvement** and successful performance rather than winning, it is still important that children learn to **deal** effectively with winning and losing. **Sensitive** and **appropriate** competition is crucial, together with opportunities to discuss the outcome through a coaching conversation.
- Provide children with opportunities to **organise** and **manage** the performance aspect of the sessions, acting as **equipment leaders/referee/umpires/scorers/coaches/captains**, etc.

Evaluate

- Engage in a coaching conversation to **reflect** on their own and other's performances and identify what worked well and what was not so successful.
- Create a **positive** environment in which children can **learn from their mistakes** and understand that mistakes are a **necessary** part of learning.
- Help children to use this information to **set targets**/what they want to achieve/work on in future sessions.
- Discuss aspects that children can **think** about between now and next session, e.g. design a warm-up activity or adapt an activity to focus on..., etc.
- Make **links to next session**.