

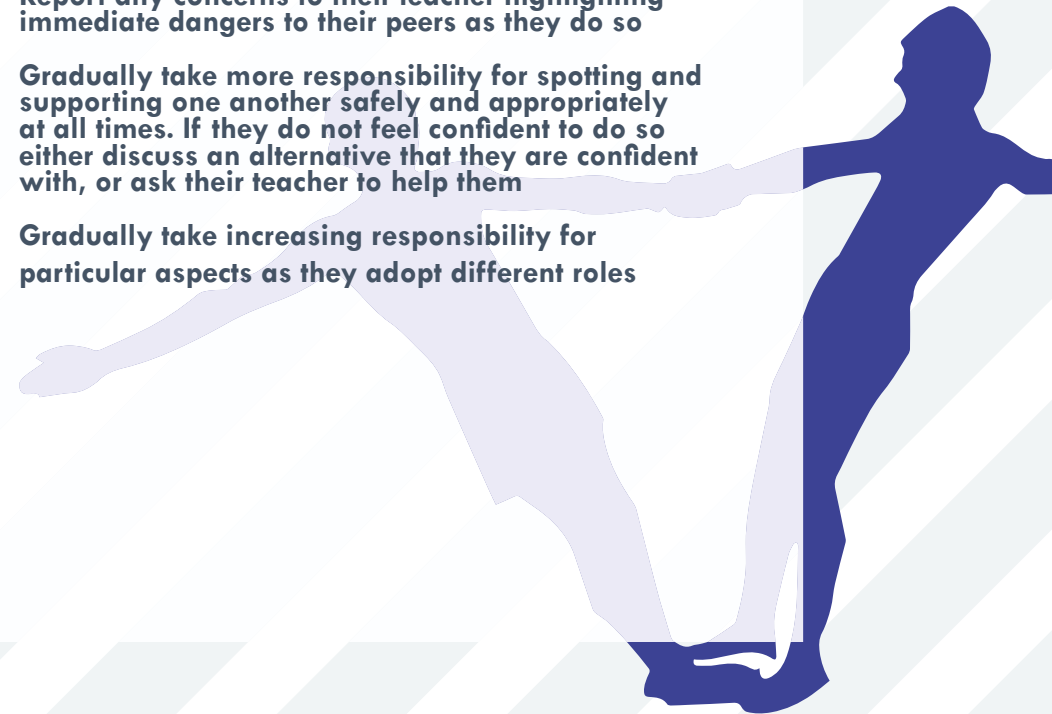
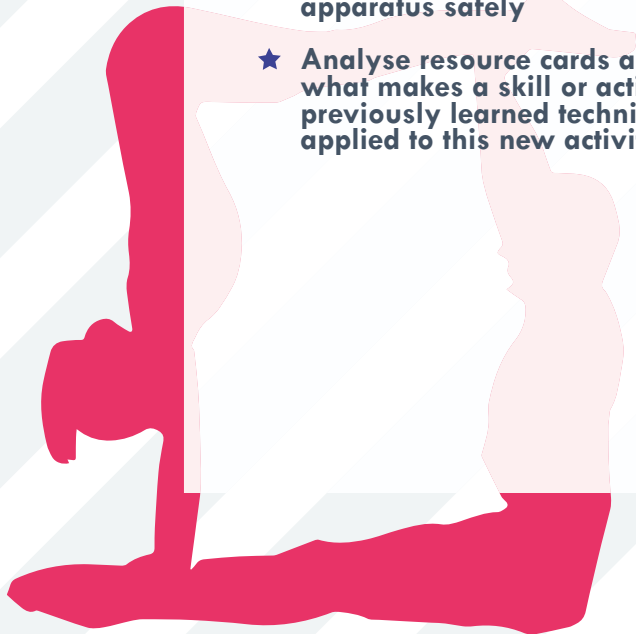


Helping pupils to take increasing responsibility

The following points can be used as a code of conduct for teachers and pupils and could be developed into a set of success criteria for taking responsibility.

Pupils will:

- ★ Behave responsibly
- ★ Care for one another and themselves
- ★ Identify potential risks and plan to avoid/minimise these risks
- ★ Think before they do
- ★ Follow rules and safety procedures consistently including lifting, carrying, placing and using apparatus safely
- ★ Analyse resource cards and video clips to identify what makes a skill or action successful and the previously learned techniques and skills that can be applied to this new activity/skill
- ★ Think about/discuss/ask themselves what are the safety issues/teaching points? How can the safety issues be avoided/minimised? Are we following the teaching points?
- ★ Report any concerns to their teacher highlighting immediate dangers to their peers as they do so
- ★ Gradually take more responsibility for spotting and supporting one another safely and appropriately at all times. If they do not feel confident to do so either discuss an alternative that they are confident with, or ask their teacher to help them
- ★ Gradually take increasing responsibility for particular aspects as they adopt different roles






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The following points can be used as a code of conduct for teachers and pupils and could be developed into a set of success criteria for taking responsibility.

Teachers will:

- ★ Check equipment regularly and point out potential risks to pupils, further develop pupils understanding of how to include apparatus in their work safely
 - ★ Recap previous skills, knowledge and understanding to make sure pupils know the necessary teaching and safety points for key activities
 - ★ Present a range of differentiated tasks to pupils that help them to identify risks, manage risks by avoiding or reducing risk
 - ★ Teach **responsible mature** pupils to spot* and support** one another 
 - ★ Gradually transfer more responsibility to pupils in relation to risk by asking pupils relevant questions and making pupils think. This process started in Module 3, but is further developed in Module 4.
 - ★ What are the safety issues for you as the HFW coach/skills coach/choreographer? What are you going to do to ensure you lead safely?
- ★ Safety is particularly important to the skills coach. Questions to the skills coach might include – what is involved in this activity/task? What do you need to be able to do to attempt this activity? Can your group do this with consistent control and accuracy? Is there anything about this activity that is dangerous/could put you or your group at risk? What are those risks? What are you going to do to make sure you and your group stay safe? How can this risk be avoided/reduced to a safe level? What are the key teaching/safety points of this activity? Where are the hands/feet? What grips are being used? Which is the safest way to get into this balance? What shape is the base holding? What shape is the flyer holding? Where is the best place for you to spot/support from? What type of support might the gymnasts need? How are you going to provide this support?
 - ★ As pupils take more responsibility, ask them what questions they are asking themselves. What are you thinking about before attempting this activity?
 - ★ Gradually transfer responsibility for particular aspects to pupils as they adopt different roles

