

In₂Hockey Leadership Course – Planning and Delivery Guidance

This guidance aims to assist with delivery of the In₂Hockey Leadership Course giving young leaders the basic skills to lead an In₂Hockey 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 [In₂Hockey website](#), which will give you access to the In₂Hockey online courses, 'Core In₂Hockey' and 'Developing In₂Hockey Umpires', enabling you to familiarise yourself with the content.
- Download the Candidate Registration Form and the following documents, found in the Member's Area, which will aid delivery:

<u>Module One</u>	Introduction to Leadership	Introduction to Leadership presentation
<u>Module Two</u>	Deliver In₂Hockey	In ₂ Hockey Rules (6/ 7-a-side) In ₂ Hockey Advisory Guidelines Deliver In ₂ Hockey presentation
<u>Module Three</u>	Umpire In₂Hockey	In ₂ Hockey Rules (6/ 7-a-side) Umpire In ₂ Hockey presentation
<u>Module Four</u>	Organise an In₂Hockey Festival	Festival Guidance document Festival Templates
<u>Optional Module</u>	In₂Hockey Team Manager	In ₂ Hockey Team Manager document

- Decide whether you are going to use the online course videos for the Deliver In₂Hockey or Umpire In₂Hockey modules, or if you are happy to demonstrate yourself.
- We recommend you order the delivery cards and In₂Hockey Umpire resources as these accompany and support the Deliver In₂Hockey and Umpire In₂Hockey modules and future activity. These are available from Youth Sport Direct www.youthsportdirect.org (order at least 2 weeks prior to the course start date).
- Deliver In₂Hockey, Umpire In₂Hockey and Organise an In₂Hockey Festival all have practical tasks which must be completed to past these modules.
- Once completed send the Candidate Registration Form to schools@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 then show each other their drawings</p> <p>The great communicator task</p> <p>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.</p> <p>Use points of the slide to recap.</p>
7	<p><i>Forms of communication</i></p> <p>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></p> <p>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.</p> <p>For more information visit England Hockey's information page regarding Code of Ethics and Behaviour</p>
9	<p><i>Roles and responsibilities</i></p> <p>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></p> <p>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></p> <p>Divide the group into small groups.</p> <p>Ask participants to think about their favourite leader and somebody that has influenced their life, could be a coach, teacher, scout leader etc and to think about what makes them their favourite 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 In₂Hockey

Resources:	<ul style="list-style-type: none">• Online Core In₂Hockey course• In₂Hockey Rules (6/7 a-side document)• In₂Hockey Advisory Guidelines• Deliver In₂Hockey presentation• It is recommended to purchase the In₂Hockey delivery cards
Practical Assessment:	Two sessions delivering In ₂ Hockey
Time:	Approximately 2 hour 45 – 3 hours

The aims of this module are to:

- Give an overview of the game of In₂Hockey
- Explain what equipment and resources are needed to play In₂Hockey
- Give an overview of the basic rules of In₂Hockey
- Demonstrate how to deliver basic In₂Hockey sessions

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

- **What is In₂Hockey?** – provides a brief overview of In₂Hockey
- **In₂Hockey Equipment** – provides an overview of the equipment needed including sticks, balls goals and protective equipment
- **In₂Hockey Resources** - provides an overview of the range of supporting resources available including the resource book, delivery cards and bolt-on resources
- **Rules of In₂Hockey** - explains the key rules including starting and restarting the game, free-hits, penalty corners, penalties strokes/shots and personal penalties
- **In₂Hockey In Action – Examples of Delivery**
 - Year 7 / U12 – an example session being delivered to a Y7 / U12 group on a tarmac surface
 - Year 8 / U13 – an example session being delivered to a Y8 / U13 group on an artificial turf
 - Year 9 / U14 – an example session being delivered to a Y9 / U14 group on artificial turf

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.



Time	Activity
10 mins	<p><i>Introductions</i></p> <p>Welcome candidates and hand out resources and copies of the rules Complete the candidate registration form</p>
15 mins	<p><i>Video</i></p> <p>Show first and second videos – What is In₂Hockey? (2 min 20 sec) and In₂Hockey Equipment (5 min)</p> <p><i>Group discussion</i></p> <p>Either as a whole group or divided into smaller groups, facilitate a discussion around the questions asked after this video on the online course:</p> <ul style="list-style-type: none"> • How can you tell a young person has the correct size In₂Hockey stick? • Why are no left handed hockey sticks? • Can you describe the hand positions for a hit and a clip hit? • What types of balls can be used to play In₂Hockey and who are they appropriate for? • What types of goals can be used to play In₂Hockey? • What protective equipment is strongly recommended for outfield players? • Goalkeepers must wear full goalkeeping kit when playing 7-a-side In₂Hockey. What are the pieces that make up a full goalkeeping kit? <p><i>Refer to the content within the equipment section of the core resource booklet and / or the In₂Hockey website for prompts, as and when necessary</i></p>
20 mins	<p><i>Video</i></p> <p>Show third video – In₂Hockey Resources (7 min 45 sec)</p> <p><i>Group discussion</i></p> <p>Either as a whole group or divided into smaller groups, facilitate a discussion around the questions asked after this video on the online course:</p> <ul style="list-style-type: none"> • What are the benefits of using the Resource Book to deliver linked and progressive units of work? • Can you name the three types of delivery cards? • What is the STEP framework and how can you use it to deliver a session? • What is the traffic light system and what do the colours represent? • Can you name the two areas covered by the bolt-on resources? <p><i>Refer to the content within the resources section of the core resource booklet and/or the In₂Hockey website for prompts, as and when necessary</i></p>



35 mins	<p><i>Video</i> Show fourth video – Rules of In₂Hockey (10 min 15 sec)</p> <p><i>Group discussion</i> Either as a whole group or divided into smaller groups, facilitate a discussion around the questions asked after this video on the online course:</p> <ul style="list-style-type: none"> • What is the recommended size of an In₂Hockey pitch? • What key markings does an In₂Hockey pitch have and what differences are there between 7- a-side and 6-a-side In₂Hockey? • During a centre pass, what direction can the ball travel? • During a centre pass how far away from the ball must the opposing players be? • During 6-a-side, which players are not allowed into the restricted zone? • When the ball is hit over the back-line by an attacking player the game is restarted with a hit- out. Can you describe how and where this is taken? • During a free pass how far away from the ball must the opposing players be? • Is a self pass permitted during a penalty corner? Why? • During a penalty corner the defending players standing in different positions depending on whether the game is 6-a-side or 7-a-side. Can you remember where? • What is the difference between a penalty stroke (7-a-side) and a penalty shot (6-a-side)? • Where and when can players be substituted? • Who is the only player who can be substituted at a penalty corner? And when? • There are 4 types of personal penalties. Can you name them, what they represent and why you would give them? <p><i>Refer candidates to the advisory guidelines (intro cards 2 and 3 within the set of core delivery cards) and the rules for prompts, as and when necessary</i></p>
25 mins	<p><i>Video</i> Show one of the example In₂Hockey In Action delivery videos –Y7/U12; Y8/U13 or Y9/U14 (8-10 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, facilitate a discussion around how In₂Hockey sessions should be planned, and key things to remember when delivering:</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) <p>Cont...</p>



Cont...	<ul style="list-style-type: none"> • Key safety points to always be aware of / emphasise during delivery: <ul style="list-style-type: none"> – Encourage young people to keep sticks on floor – No wild swinging of sticks allowed! – Mark areas where young people 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 on the key outcomes and learning points
1 hour	<p><i>Practical Session</i></p> <ul style="list-style-type: none"> • Split group into smaller groups, and assign a delivery 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 some games of In₂Hockey so candidates can experience the game.
15 mins	<p><i>Wrap Up</i></p> <p>Thank the candidates and encourage them to take up local opportunities to assist with the delivery of In₂Hockey (school sessions, club sessions etc). Signpost them to the England Hockey website for more information about ongoing coaching pathways.</p> <p>Once each candidate has delivered two In₂Hockey sessions they have completed the module</p>



Module Three: Umpire In₂Hockey

Resources:	<ul style="list-style-type: none">• Online Developing In₂Hockey Umpires course• In₂Hockey Rules (6/ 7-a-side)• Umpire In₂Hockey presentation• It is recommended to purchase the In₂Hockey Umpire resource cards
Practical Assessment:	Two games umpiring In ₂ Hockey
Time:	Approximately 2 hour 45 – 3 hours

The aims of this module are to:

- Give an overview of the rules of In₂Hockey
- Introduce the basic principles of umpiring
- Explain when an umpire should blow their whistle
- Introduces the basic umpiring signals.

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

- **Introduction** – provides a brief overview of In₂Hockey
- **The Game** – explains the basic principles of the game, and how and where it can be played
- **The Players** – explains about the number of players on a team, substitutions, and protective equipment
- **The Umpires** – explains the role of an umpire, and general principles to follow when umpiring
- **Umpiring Guidance and Tips** – outlines more detailed rules, when to blow the whistle, and the key umpiring signals
- **Conclusion** – concludes the course

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.



Time	Activity
10 mins	<p><i>Introductions</i></p> <p>Welcome candidates and hand out resources and copies of the rules</p> <p>Complete the candidate registration form</p>
15 mins	<p><i>Video</i></p> <p>Show first and second video's – Introduction (1 min 30 secs) and The Game (3 mins)</p> <p><i>Group discussion</i></p> <p>Either as a whole group or divided into smaller groups, facilitate a discussion around the questions asked after this video on the online course:</p> <ul style="list-style-type: none"> • How long is an In₂Hockey game and what happens after half time? What is the recommended size of an In₂Hockey pitch? • What key markings does an In₂Hockey pitch have and what differences are there between 7- a-side and 6-a-side In₂Hockey? • What types of goals can be used to play In₂Hockey? • What types of balls can be used to play In₂Hockey and who are they appropriate for? <p><i>Refer candidates to Resource Cards 1 and 2 for prompts, as and when necessary</i></p>
15 mins	<p><i>Video</i></p> <p>Show third video - The Players (2 mins)</p> <p><i>Group discussion</i></p> <p>Either as a whole group or divided into smaller groups, facilitate a discussion around the questions asked after this video on the online course:</p> <ul style="list-style-type: none"> • How many players are on an In₂Hockey team? What is the role of the Captain? • Where and when can players be substituted? • Who is the only player who can be substituted at a penalty corner? • What protective equipment is strongly recommended for outfield players? • Goalkeepers must wear full goalkeeping kit when playing 7-a-side In₂Hockey. What are the pieces that make up a full goalkeeping kit? <p><i>Refer candidates to the rules documents for prompts, as and when necessary</i></p>



15 mins	<p><i>Video</i> Show fourth video - The Umpires (2 mins)</p> <p><i>Group discussion</i> Either as a whole group or divided into smaller groups, facilitate a discussion around the questions asked after this video on the online course:</p> <ul style="list-style-type: none"> • What equipment should you have with you to umpire a game of In₂Hockey? How many of the general umpiring principles can you name? • What are the key points for teamwork? • How much of the pitch does one umpire control? • An important part of umpiring is mobility. What can you do to ensure you are in the best position to umpire the game? <p><i>Refer candidates to Resource Card 1 for prompts, as and when necessary</i></p>
35 mins	<p><i>Video</i> Show fifth video – Umpiring Guidance and Tips (10 mins 45 secs)</p> <p>It is suggested that the video is paused, and the resource cards are referred to for reinforcement /discussion at the following points (please note times are approximate):</p> <ul style="list-style-type: none"> • 55 secs – end of Whistling section. Refer to Resource Card 1 • 1 min 50 secs – end of Signalling section. Refer to Resource Card 4 • 3 mins 05 secs – end of Personal Penalties section. Refer to Resource Card 1 • 4 mins 20 secs – end of Free Hits section. Refer to Resource Card 5 • 5 mins – end of Scoring a Goal section. Refer to Rules doc and Resource Card 1 • 6 mins 10 secs – end of Ball Out of Play section. Refer to Resource Card 5 • 8 mins – end of Penalty Corners section. Refer to Resource Cards 6 and 8 • 10 mins 05 secs – end of Penalty Strokes / Shots section. Refer to Resource Cards 7 and 9
1 hour	<p><i>Practical Session</i></p> <ul style="list-style-type: none"> • Begin by calling out possible signals that Umpires may need to make at random, and ask the candidates to demonstrate the relevant signal <i>Refer to Resource Card 4</i> • Run through and demonstrate the positioning of players and umpires at penalty corners, penalty strokes / shots <i>Refer to Resource Cards 6, 7, 8 & 9</i> • Set up some games of In₂Hockey. Candidates swap between playing, umpiring and observing the umpires and feeding back to them



45 mins

Video

Show sixth video – **Conclusion** (1 min)

Thank the candidates, and encourage them to take up local opportunities to practice their umpiring (school or club matches festivals etc). Signpost them to the EHB website for more information about ongoing umpiring pathways.

Once each candidate has umpired two In₂Hockey games they have completed the module



In₂HOCKEY
TAKE IT TO THE NEXT LEVEL



Module Four: Organise an In₂Hockey Festival

Resources:	<ul style="list-style-type: none">• Festival Guidance document• Festival Templates
Practical Assessment:	Organise and run a In ₂ Hockey festival
Time:	Time to plan the festival and approximately 1-3 hours to deliver depending on festival content

In₂Hockey festivals are an excellent way to play against other schools or clubs whilst having fun and improving player development.

The aims of introducing and running In₂Hockey 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 an In₂Hockey 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 (All resources are available to download from www.Englandhockey.co.uk/in2hockey):

1. Use the In₂Hockey 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 In₂Hockey festival. Why not start with a festival within your school or club and then invite more teams for a bigger In₂Hockey festival.
4. **Once each candidate has helped to organise a festival they have completed the module.**



Optional Module: In₂Hockey Team Manager

Resources:	In ₂ Hockey Team Manager document
Practical Assessment:	Manage the team on one occasion
Time:	Approximately 20- 30 minutes and time to manage a team

The In₂Hockey Team Manager module is a bolt on module and not compulsory in receiving the In₂Hockey Leadership Course Certificate. The role of the In₂Hockey Team Manager is to manage and organise the team before, during and after competitions. This role requires the In₂Hockey 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 In₂Hockey Team Manager document, this is a guide of tasks the In₂Hockey 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.**

