



1-2-1 & Small Group Activities

Overview

These task cards have been created to provide ideas and content for 1-2-1 & small group activities. These aim to capitalise on the known health benefits of sport and physical activity, alongside using physical activity as a tool to develop core skills, assisting with overall child development.

Outcomes and Skills Development

Each task card highlights some of the transferable skills which the activity aims to develop, alongside giving suggestions as to how they can be modified to link with areas of the curriculum.

Curricular links

Consider changing the theme or include:

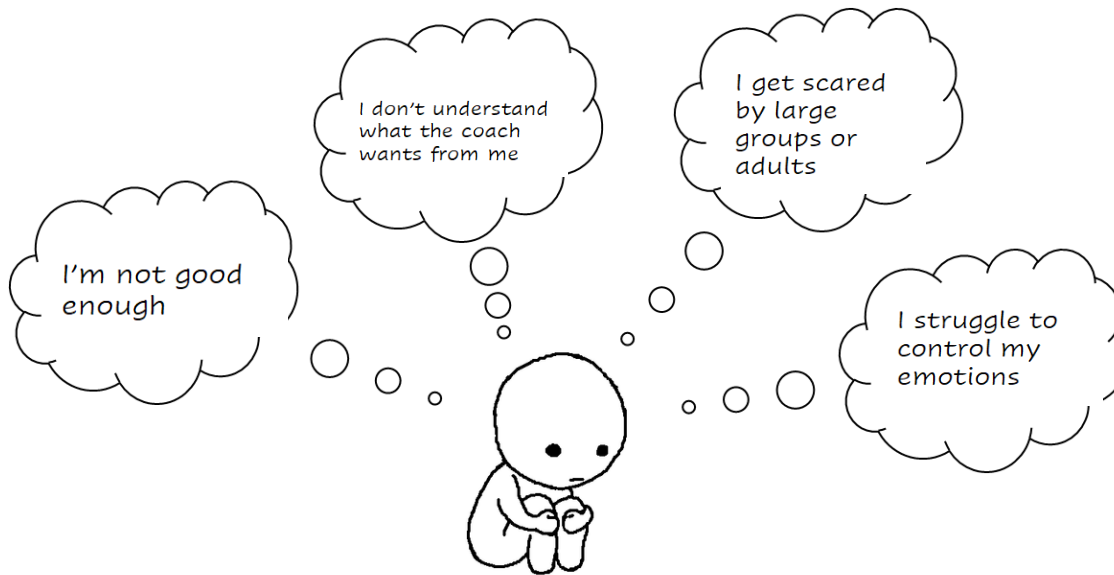
- Maths sums
- Science topics
- Spelling
- History





Things to Consider

- When setting up and delivering activities for target groups or individuals, be mindful of the factors affecting the child or young person from working within mainstream settings.
- Take into account individual need and consider:
 - A quiet space with fewer distractions
 - Somewhere familiar to that young person
 - Providing simple, clear instructions
- Activities should be manageable and enjoyable. Be flexible!





Modifications

1 -2- 1

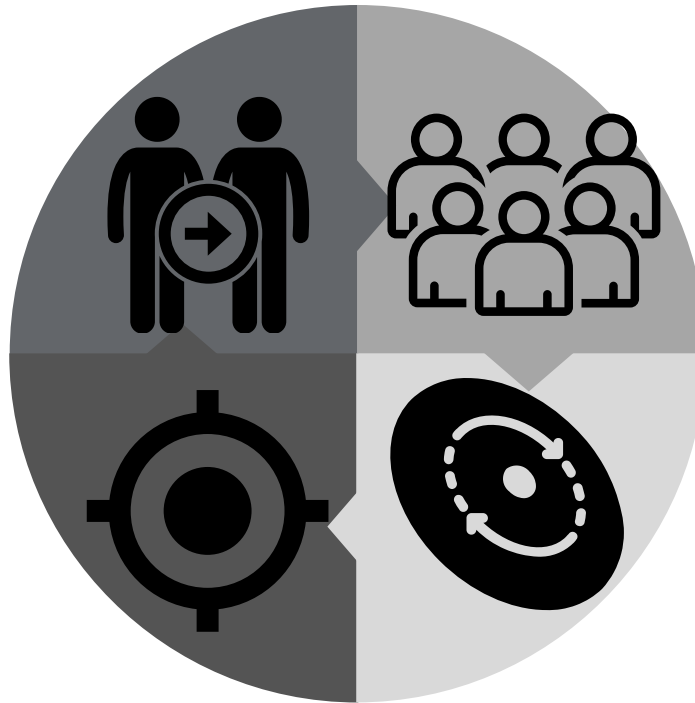
The key to 1-2-1 sessions is keeping children engaged by varying the activities throughout a session.

Creating personal challenges and working towards set goals will help provide a sense of achievement.

This can be a positive way to build confidence and relationships.

The strength of relationship is key and therefore try to keep consistency of deliverers.

Allow the children to help create content and use their imagination.



Small Group

Many of the activities can be adapted for small groups by reducing the size of playing area and time spent on each one.

Alternatively, the 1-2-1 activities can be used with small groups, depending on the group dynamics and number of children taking part.

Always be mindful of the group dynamics and form groups that are going to support the young people as opposed to causing conflict.

Give each young person a chance to lead at a level appropriate to them.

Consider confidence levels and build from there.



Things you can do to help!

Be consistent

(be that in your behaviour, dress, attitude to help a child feel secure)

Listen and empathise

(allow a child to have some SPACE from the session to regulate behaviours if needed)

Give feedback

(Be positive, let a child know they have done things well and reinforce positive behaviours)

Be enthusiastic

(attending a session can be scary so help a child feel welcome and have fun)

Goal-setting

(help a child to have a sense of achievement)

Check in regularly

(offer support at regular intervals and always remain calm)