

UNIT OF WORK PLANNING SHEET – Key Stage 4 Core Physical Education				BREADTH OF STUDY Sport Leader Award UK Level 1
Unit Title : Sports Leaders UK Level 1. Unit 1 - Planning, preparing and assisting a simple sporting activity.				Teaching Activities Planning, preparing and assisting a simple sporting activity.
Year Group	10	Unit Length	6 / 7 weeks plus extra curricular commitment	Applying learning: Pupils can... <ul style="list-style-type: none"> Use instruction to attempt challenges given Use own judgement Can recognise the importance of planning and safety Can evaluate their own and others performance sensitively
General requirements: The syllabus is designed to develop generic leadership skills, which can be applied to a variety of sporting activities as well as contributing to the candidate's personal and social education. The aim of this unit is to help candidates improve their organisational skills in order to manage effective sporting sessions		Prior experience knowledge and skill Key stage 3 Working alongside the Core PE programme and GCSE PE		
Knowledge, skills and understanding.		Learning Objectives By the end of the lesson pupils should be able to:		Differentiation Alterations are made to tasks as appropriate E.g. Depending on the confidence and ability of the group pupils may work as individuals or as a member of a group during challenges/tasks
Acquiring and developing skills 1.Students should be taught to: a. develop and apply advanced skills and techniques b. Apply them in increasingly demanding situations.		<ul style="list-style-type: none"> Demonstrate skills acquired in Key Stage 3 PE Participate in a variety of sessions which highlight good practice Create an acronym for the organisational factors which need to be considered when planning a session 		
Selecting and applying skills, tactics and compositional ideas 2.Students should be taught to: a. use advanced strategic and/or choreographic and organisational concepts and principles b. apply these concepts and principles in increasingly demanding situations c. apply rules and conventions for different activities.		<ul style="list-style-type: none"> Improve their organisational skills in order to manage effective sporting sessions Progress a skills practice in to a modified game Create a set of rules for the designed modified game 		Social / Moral / Cultural / Spiritual Teaching young people to take responsibility for their own decisions as they learn how to lead others certainly enhances self-esteem and confidence with the pupils
Evaluate and improving performance 3. Students should be taught to a. make informed choices about what role they want to take in each activity b. judge how good a performance is and decide how to improve it c. prioritise and carry out these decisions to improve their own and others' performances d. develop leadership skills.		<ul style="list-style-type: none"> Working together as a group and creating a good working environment Learning to assess and provide constructive feedback to fellow group members Explain what a sports leader is Identify the qualities of a good sports leader Create coaching points directly related to the aim of the session Identify coaching styles appropriate for different activities Define 'practice style' and 'leader directed' styles of coaching Evaluate their own and others mini sessions 		ICT Opportunities Stopwatches Visual Aids Computers for Homework Internet
Knowledge and understanding of Fitness and health 4.Students should be taught to: a. how preparation, training and fitness relate to and affect performance b. how to design and carry out activity and training programmes that have specific purposes c. the importance of exercise and activity to personal, social and mental health and well-being d. how to monitor and develop their own training, exercise and activity programmes in and out of school.		<ul style="list-style-type: none"> Compare session structure plans using observational skills Identify why it is important to warm up and cool down State how a warm up and cool down can affect performance Revise plan for full session Compare session plans Advise younger pupils of why it is important to stay involved sport / exercise Follow the organisational worksheet to evaluate the safety and effectiveness of the session Plan a progressive session to the one which pupils have led at the Louisa Centre Review the attributes of a good sports leader 		Homework This is highlighted throughout the unit.
Activity Area: Louisa Centre, Stanley. Sports Hall				Cross curricular links
Group: Mixed				GCSE PE Core PE Citizenship
				Assessment Opportunities Log Books Worksheets Homework Teacher / peer observation Evaluations

Activities	Starter and Plenary.	Resources:
<p>Lesson 1: Introductory Session Introduction to the course. Highlighting the aim of the courses: in essence to produce young sports leaders who will show these leadership skills by planning their own sessions, carrying out those plans and finally evaluating their work and that of their peers to in order to inform future practice. The course will take place during Core PE time and as part of the schools extra curricular programme, as a practical qualification. Candidates will receive a nationally recognised certificate which along with their log book can be included in their Progress Files. This qualification is the first stage of leadership and can be developed at college in the Community Sports Leaders Award. Explain the 7 units. Duration of the course = 1 hour per week as part of the Core PE programme + extra curricular support. Give examples of the experiences which the course will have to offer. Complete registration forms in front of log books. Pupils work in small groups / partners and complete worksheet 1 and 2.</p> <p>Lesson 2: Observation session. During this lesson pupils will participate in one session practically and observe the other. Each session will have a clear structure: Aim/Purpose of the session, equipment needed, warm up, familiarisation activities, game form and finally a review of the session. Pupils will use worksheet 5 to help make notes for each session. Ce and Jn could even prepare one poor session structure and one really good session structure to identify the differences and the importance of a clear structure - this would be effective if the pupils originally did not expect this to happen. Base the session example on the same activity developing different skills. Homework: 1. Design a warm up specific to their chosen sport using worksheet 4.</p>	<p>Starter: Brain shower keywords which spring to mind when hearing the word 'COACH'.</p> <p>Plenary: Conclude the session by drawing together the qualities identified in worksheet 1 & 2. Q. Can pupils see themselves developing these qualities?</p> <p>Starter: Complete the sentence. A good sports leader is... (pupils each have to identify a different quality).</p> <p>Plenary: Discuss the importance of a clear structure to a session.</p>	<p>Unit outline Log books Worksheet 1 & 2</p> <p>Worksheet 5 Worksheet 4</p>

Lesson 3:

Teachers lead an activity specific warm up following the format highlighted in worksheet 4.

Pupils work in small groups to practice leading their warm ups completed as homework.

Teachers can observe this and add teaching points as required.

Reinforce that organisation is vital, time should have been spent completing homework to make their warm up session successful.

Teacher leads a cool down session. Pupils identify the importance of the cool down.

Develop their thoughts of the aim/purpose of the session. Use the phrase by the end of the session performers will be able to...

Give examples of skills acquired in Years 7, 8, 9 which they can relate to

Year 7 hockey

- demonstrate how to hold the stick correctly for making a push pass
- adopt the correct stance

Pupils can then identify 3 coaching points for each aim.

Homework: More aims which need 3 coaching points each.

Lesson 4:

Pupils to lead their revised new and improved warm up plans.

Pupils work again in small groups – each group is given a card with an aim and a selection of equipment. Every pupil will be given the opportunity to try this challenge. One / two pupils (depending on their confidence and ability) will be allowed to read their session aim and quickly plan a skills practice to develop that aim. Reinforce to pupils that they need to highlight 3 coaching points. Before the pupils move on to the next task encourage pupils to discuss the quality of the planned session. Pupils should always start with a positive. Consider the ability of the group and if this was at the right level. One pupil in each group will also complete a form which highlights how easily the group were able to perform the skill

How could this be changed to teach Year 7 pupils?

Homework: To plan a full session using worksheet 5 as a format, this should be wordprocessed – pupils can use TASK if necessary.

Starter: Explain why it is important to warm up and cool down.

Plenary: Q. What are the phases of the warm up?

Starter: Put key points of 'PLANNING' in to the correct order – Observe, analyse, plan task, deliver task, evaluate.

Plenary: Q – what would you include in the warm up which would relate to the skills practice?

Homework – worksheet 4
Spare copies
Homework sheet – coaching points for aim

Laminated aims/purposes
Selection of equipment
Worksheet 5
Observation sheet – ability level

Lesson 5:

Pupils to lead their revised new and improved warm up plans.
Discuss the importance of identifying the coaching style.
During this lesson pupils will participate in one session practically and observe the other. Each session will have a clear structure: Aim/Purpose of the session, equipment needed, warm up, familiarisation activities, game form and finally a review of the session. Pupils will use worksheet 5 to help make notes. At the beginning of the lesson pupils identified the difference between practice style and leader directed, pupils should be able to identify which session is which and evaluate the qualities.
Homework – Pupils develop the aim, which they were given in the lesson into a modified game.

Lesson 6:

Pupils can mark, make notes and circle their starter activity worksheet.
Pupils to lead their revised new and improved warm up plans.
Teacher leads a mini session which involved the pupils guessing the aim of the session by participating in a skills practice which progresses into a modified game.
Using a similar structure to last lesson pupils are required to develop their aims from a skills practice into a modified game situation. This can be trialed and tested and even compared to support work within extra curricular clubs. Encourage discussion and evaluation of mini sessions.
Homework: Pupils create a set of rules for the modified game of today's lesson.

Lesson 7:

Using worksheet 3 pupils should be able to identify the key skills involved in planning and preparing an activity session. The group should be divided into 2. 1 $\frac{1}{2}$ will participate in a short teacher – led session whilst the other $\frac{1}{2}$ will observe and make simple notes on the organisation and pattern of the session.
Pupils need to consider the preparation of the session rather than the content. Discuss: Time, resources and equipment, facilities, arriving early to set up, safety and a contingency plan.

Starter: I identify the difference between 'leader directed' and 'practice style'.

Plenary: Create a 'Things to do!' list for last weeks homework – full session plan.

Starter: Pupils read and discuss two session plans. Each pupil as an individual needs to decide which one is better. Debate within the group.

Plenary: I identify the key aspects of a good session.

Starter: Q – What advise would you give younger pupils in Year 7, 8 and 9 to stay involved in sport / exercise?

Plenary: Make an acronym out of the following letters for planning and preparing an activity session = T R E F A S C

Definitions of 'leader directed' and 'practice style'.
Worksheet 5
'Things to do!' list sheet

2 session plans – 1 poor one good
Format for rules

Worksheet 3

Homework: Using the acronym which pupils have created write a brief description of each organisational consideration in relation pupils full session plan.

Lesson 8:

Pupils work in their small groups to lead their full session plans – these can be completed with the assistance of a partner. During these sessions assessment will be made by the pupils’ peers and the teacher. After the session is complete the session leader will also evaluate their performance.

Teacher and pupils will have mini feedback sessions to help with the evaluation process.

Homework – produce a session plan which is progressive to the one which they have just led.

Lesson 9:

Pupils work in their small groups to lead their full session plans – these can be completed with the assistance of a partner. During these sessions assessment will be made by the pupils’ peers and the teacher. After the session is complete the session leader will also evaluate their performance.

Teacher and pupils will have mini feedback sessions to help with the evaluation process.

Homework – produce a session plan which is progressive to the one which they have just led.

Starter: Pupils are given a organisational keyword from the acronym which they created – this is the answer. Pupils have to create a question for that answer.

Plenary: Mini feedback sessions

Starter: Pupils look carefully at lesson 1’s spider diagram of what makes a good sports leader and revises it.

Plenary: Explain the attributed of each of the key points highlighted in the spider diagram.

Worksheet 6

Worksheet 6