

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 2 – Basic Communication Skills for leading a sporting activity.				Teaching Activities Basic Communication skills for leading a sporting activity.
Year Group	10	Unit Length	? 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 develop good communication skills linking what a Sports Leader want their group to do and what actually happens.		Prior experience knowledge and skill Completion of unit 1		Performance Skills: Pupils can... <ul style="list-style-type: none"> Prepare and recover from physical activity Practice and adapt existing skills Use their knowledge and understanding of a variety of activities to create skill practices and modified games to suit a variety of abilities
Knowledge, skills and understanding.		Key stage 3 Working alongside the Core PE programme and GCSE PE		
Learning Objectives By the end of the lesson pupils should be able to:				
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.		•		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
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.		•		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.		•		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.		•		Homework This is highlighted throughout the unit.
Activity Area: Louisa Centre, Stanley. Sports Hall / swimming pool				Cross curricular links
Group: Mixed				GCSE PE Core PE Citezenship
				Assessment Opportunities Log Books Worksheets Homework Teacher / peer observation Evaluations

Activities	Starter and Plenary.	Resources:
<p>Lesson 1: Introductory Session Introduction to this section of the course. This session gives pupils a break from their usual environment. Andi (swimming development) will lead pupils through a basic swimming lesson, giving pupils an insight into a different environment of teaching. Pupils have never met Andi before therefore a basic introduction of himself and the session is essential. This session can also be used for Andi to get a basic idea of pupils ability related to their competence in the water in preparation for the Personal Survival Level 1 and 2 course. This session will last for 1 ½ hours and will lead pupils through the basic principles of swimming and personal survival. This lesson can be used to compare with lesson 2. Cool down. Homework: N/A</p> <p>Lesson 2: Observation session. During this lesson pupils will participate in a netball session lead by the teacher. The session will follow the traditional three part lesson and include a full warm up and cool down specific to netball. This session can be pitched at the ability level of the SL pupils. Starter – The odd one out. Warm up – Consider the three part warm up including: mobility, pulse raiser and static stretches. Mobility – using 1/3 of the netball court pupils move around the court dodging other pupils. When the whistle goes pupils land 1, 2/1/hop/jump or leap. Extend this warm up into the pulse raising section. Pupils during this phase have to identify the areas and lines on court. Static stretches – pupils highlight muscles being stretched. Pupils participate and observe specifically the communication aspect of the lesson. The teacher must highlight the following communication skills throughout the lesson. Welcome Introduction When talking to pupils use their name</p>	<p>Starter: Discuss the procedure of pupils using the changing village and swimming facilities at the Louisa centre. Highlight health and safety aspect which need to be followed.</p> <p>Plenary: Water based competition.</p> <p>Starter: Read worksheet 7. Define analysis and observation.</p>	<p>Odd on out worksheet. Worksheet 7.</p>

Clear verbal instruction

Praise

Volume

Hand signals

Gestures

Demonstrations by teacher and pupil

Plenary / Conclusion.

The netball session will focus on footwork of the pupils, try and encourage pupils to land with 2 feet rather than one after the other.

Skills practice – pass (long), move, receive, pass (short), move, receive, pass (long).

Discuss why it is essential at this level of play that pupils should be landing 2 footed.

Mini zone game 2v2 to reinforce footwork in a realistic situation.

Full game – girls mentor boys through the positions and areas on court etc.

Cool down – same as the mobility section of the warm up but at a slower pace.

Plenary – Highlight keywords related to footwork.

Homework: Write a report related to the communication between the teacher and the pupils during this lesson.

Lesson 3:

Fill in unit 1 of the logbook.

Brain shower the different ways of communication with a group.

In small groups pupils look at a picture, provided by the teacher which illustrates lots of different sports. Pupils have 30 seconds each to memories all that they see, then report this back to the group. Highlight the importance of detail. How reinforcement/a second look at the picture might develop learning.

This lesson is made up of small games which emphasise good communication.

Pictionary – Pupils draw the activity, allowing the pupils to guess at anytime.

Sharades – Develop the visual presentation in to a demonstration.

1 pupil from the class to lead a general warm up. Class discuss their communication skills. Feedback given.

Whistle exercise – While pupils play fire ball the class have to be aware of the whistle.

Plenary: Discuss the report of the lesson – homework. Discuss what was different between the swimming lesson and the netball lesson with reference to communication.

Starter: Brain shower different ways of communicating with a group of people.

Log Books
Whiteboards and pens
Sports pictures
List of sporting activities
Nursery rhymes
Whistle.

<p>The teacher will give the whistle to random pupils to blow. When the whistle blows, pupils are required to stop and state an important fact about PE. How many important facts can we remember by the end of the lesson?</p> <p>Pupils find a space in the sports hall and listen to the text reading by a pupil. Pupils come in and discuss what they have heard.</p> <p>Pupils read a nursery rhyme to a partner who is at the opposite end of the gym. Partner needs to reply by copying what their partner has just said as loud as possible.</p> <p>Final game – pupils stand in a circle. Each pupil has to give themselves a new name and a action/movement. A variety of tasks can develop what type of learner each pupil is and how the majority learn.</p> <p>Cool down by the same pupil who led the warm up identifying any communication improvements.</p> <p>Quick discussion to pull everything together.</p> <p>Lesson 4:</p> <p>Use Terri Gibson (ex-pupil and CSL) to lead a general warm up. Terri uses the new format of the 4 section warm up to promote the Sports Leader courses. Starting with mobility then moving on to some FUN and EXCITING pulse raising activities to include: stuck in the mud, bulldog and the ladders game. Static stretches will include a description of the correct technique of the stretch and the muscle groups, which are being stretched. Once this is complete Terri will explain a little about the CSL course and the progression from SL1 and Key stage 5.</p> <p>Brain shower the different ways of communicating with younger pupils in a sporting environment.</p> <p>Using the information shared in the brain showering activity apply these communication skills to a modified game. Ask for volunteers to led the rest of the class through this modified game. The teacher will communicate the rules and instructions for a passing exercise before the pupils return to their group and actually complete the 15 minute exercise. The teacher should emphasise progressions and useful tips for maintaining their peers attention.</p> <p>Feedback of session.</p>	<p>Plenary: Quick discussion to pull everything together.</p> <p>Starter: Brain shower different ways of communicating with a group of people.</p>	<p>Whiteboards Netballs Whistles Cones</p>
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Cool down.

Plenary: Feedback of session.