

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 5 – Understanding the Role of the Sports Official.				Teaching Activities Understanding the Role of the Sports Official
Year Group	11	Unit Length	10 weeks plus extra curricular commitment	Applying learning: Pupils can... <ul style="list-style-type: none"> Use instruction to attempt challenges given Use own judgement based on knowledge of rules Can recognise the importance of planning and safety Can confidently blow their whistle and enforce their judgement
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 obtain knowledge and understanding with reference to officiating a activity / game.		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. Students knowledge of the rules will determine their ability, therefore some students will need to research these rules.
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 Using knowledge of the rules of a game, officiate Use judgement and experience to make decisions related to infringements within a game Participate in modified games to develop skills and highlight key factors within a game 		
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 Create a set of rules for the designed modified game Use research and knowledge of specific games to apply rules and conventions 		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 re: the role of the official Evaluate their own and others' mini sessions Suggest the qualities of an official Observe a game on TV, discussion the role of the official 		ICT Opportunities Stopwatches Visual Aids Computers for Homework Internet Video examples
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 I 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 Follow the organisational worksheet to evaluate your role as official Review the attributes of a good sports leader Research the internet for current sporting issues which have involved the official, referee / umpire. 		Homework This is highlighted throughout the unit.
Activity Area: Louisa Centre, Stanley. Sports Hall				Cross curricular links
Group: Mixed				GCSE PE Core PE Citizenship A variety of National Governing Body Awards
				Assessment Opportunities Log Books Worksheets Homework Teacher / peer observation Evaluations

Activities	Starter and Plenary.	Resources:
<p>Lesson 1: Introductory Session Introduction to the unit, understanding the role of the sports official. Through a brief discussion, list the reasons for having officials, what are their responsibilities within the world of sport? This can be supported with a video which shows a match obviously lead by an official. Any level of performance will support this lesson. Again students need to be able to communicate with their performers remaining calm and clear of their duties. This is the first lesson back from the summer break, therefore they might seem slightly rusty! Allow students to lead their own warm ups, chose the MAT students to set a high standard for the first lesson back. Reinforce prior learning from units 1 - 4. When working with younger students, games may need to be modified to suit ability and to highlight a particular skill. During today's lesson talk the class through a modified game which requires students to listen to the rules of the game, very carefully. Highlight that during theses sessions the ability to listen is as just as important as preparation for the role of official. Suggested modified games are outlined in the handbook, though 'Scatter ball' can be just as effective. While you are highlighting the rules of the game ask students to jot down on the whiteboards key rules, which can be referenced throughout the lesson. Teacher to take on the role of official. Students cool down in small groups. Homework: revise the rules of netball (some handouts maybe required for students who are not sure of this sport).</p> <p>Lesson 2: Observation session - watch a short clip of a football / netball match. Working independently students complete the questions on worksheet 13. I identify if the keywords highlighted in the started are apparent in the video clip. This lesson will focus on an actual full game. The focus is netball for this lesson and students should have researched the necessary rules in order to officiate and participate. Play a full game 15 minutes each way, as school league matches. Those</p>	<p>Starter: Define the term Official and put it into the context of a sports official.</p> <p>Plenary: What qualities were highlighted today by the official (teacher)?</p> <p>Starter: Complete the sentence. A good official is... (pupils each have to identify a different quality).</p>	<p>TV Video Video of a match Paper Whiteboards Pens Scatter ball equip: Cones x 8 Balls x 4 Bat x 1</p> <p>Worksheet 13 TV / Video Paper and Pens Netball Kit</p>

students who are not participating should observe the umpire closely. Allow the MAT students to accompany the teacher as official.

Homework: Using the internet research a current sporting issue which has involved the official. Cut and paste the photograph and write a brief article outlining the problem shown in the photo.

Lesson 3:

Teachers lead an activity specific warm up following the format highlighted in worksheet 4, unit 1, as recap.

Focus on circuit training. Teacher to led students through a small circuit made up of 8 stations. Each station should include a skill from a particular sport. A time limit for each station will be set and students will have to record their success. This is an example for the students to use for the next lesson where they will be planning and preparing the circuit and setting a recording method for each station.

The teachers example may include:

1. Netball – quick reaction. This requires the student to move very quickly to react to a pass which could be high, low, to the left or the right. Within 1 minutes students will count how many successful passes they received (not made) and record their result.
2. Basketball – shooting. How many successful lay up shoots are made in 1 minute.
3. Football – Ball handling skill. How many consecutive keep ups are made in 1 minute.

Pupils will have to plan their circuit and devise a format for recording successes. Allow students to work in small groups / partners.

Homework: To create a lesson plan and recording format.

Lesson 4 and 5:

Pupils work again in small groups – time will be given to set equipment up.

Teacher will observe students leading session plans, looking for their ability to lead and enforce rules.

Highlight and discuss good practice. Identify if anyone cheated or gave up and more

Plenary: What are the key rules of netball?

Starter: Define circuit training.

Record sheet
Circuit equipment
Stop watch

Plenary: Q. What are the phases of a lesson plan?

Starter: Discuss the skills required to communicate effectively.

importantly did the official enforce their rules.

Homework: Read worksheet 15 to become familiar with modified games. Make an equipment list for all the games.

Lesson 5, 6 and 7:

Based on the reading task for homework students should now be able to lead students through the small modified games. Give 4 students' 5 minutes to prepare for 1 modified game. Student to collect their equipment. While these student prepare, the remainder of the group should participate in a general warm up.

Student will lead their sessions, with the focus of their role as an official. Students and teacher will contribute to evaluating performance and ability. Strengths and weakness should be highlighted, setting targets for future development.

Homework: Choose a game and research the rules of that game. Downloads necessary for students file.

Lesson 8, 9 and 10:

Revise the rules of the game of the lesson.

Student led warm up specific to the activity of the lesson.

Once students have been introduced to each individual activity and a warm up has been complete, practice time should be given to students with the teachers' guidance in officiating a game. This should include the start of the match and the simple procedures of choosing ends or first centre pass / kick off, checking the area is safe, checking players attire etc. The teacher can blow the whistle at anytime to stop play to highlight a point which has arisen during play. Teacher should adopt a coaching through the game role. Allow student to have the opportunity to referee or umpire. For differentiation purposes allow students to focus on a specific rule. Some student who are observing can complete a analysis for which highlights good and bad practice (a netball analysis format is available for use or as example).

Cool down.

Homework: research the rules of a variety of games / revise for QAT.

NB. QAT can be used as and when appropriate.

Plenary: Q – what was good about today's lesson

Starter: Prepare to lead a modified game / warm up.

Plenary: Evaluate you own or a peers role as an official.

Starter: Create a spider diagram which highlights the rules of a particular game. Making a second diagram note the role of the official in conjunction with theses rules.

Plenary: Evaluations and QATs.

Student equipment for sessions
Evaluation forms

Whiteboards and pens
Equipment for specific activity
Evaluation forms