

U	LO	AC
1	1	a

PLANNING CONSIDERATIONS

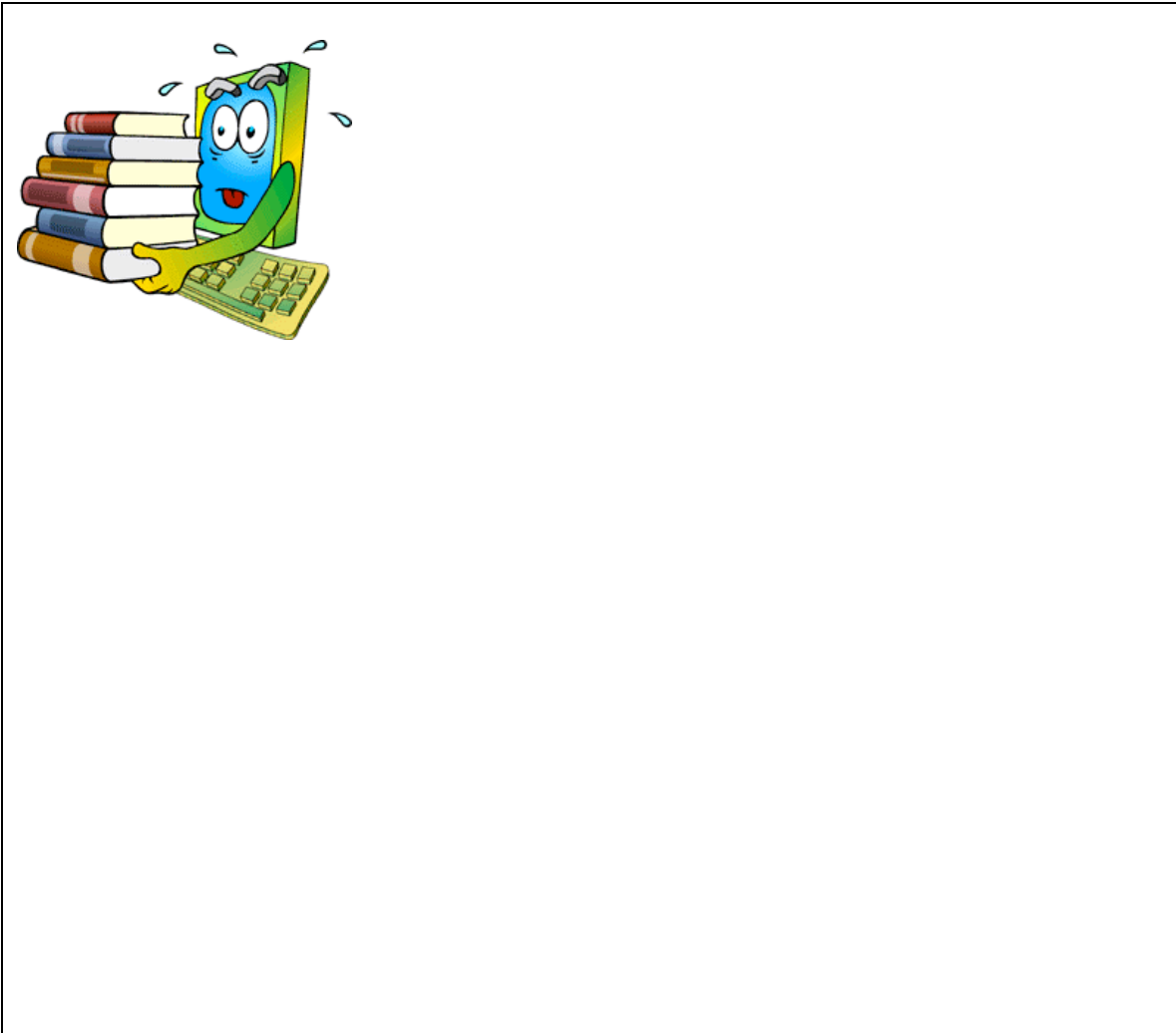
What information is needed in order to plan a sports activity session?



RESEARCH

Where can you get information about a sport/activity you don't know much about?

U	LO	AC
1	1	b



RESEARCH THE "IN AT THE DEEP END TASK" CARD GIVEN TO YOU BY YOUR TUTOR AND BE ABLE TO DELIVER IT TO THE REST OF THE GROUP NEXT SESSION.

STRUCTURE OF A SIMPLE SESSION

Consider the following sentences then number them in the order you think they should be delivered in a session

U	LO	AC
1	1	c

PARTS OF A SESSION	NUMBER ORDER (1 TO 9)
Skills practices – in pairs/threes	
Cool down – gentle jog/walk	
Warm Up – pulse raising activity	
Development of skills practices – 2 v 2 or 3 v 3	
Cool down – stretching	
Set up equipment, welcome participants, safety checks	
Game activities	
Warm up – flexibility work	
Summary of session and participant feedback	
Clear away equipment	



U	LO	AC
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TUTOR-LED WARM UPS – ARE THEY ANY GOOD?

1	1	c
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Take part in several warm up activities led by your tutor then list what was good and bad about each one

WARM UP NUMBER	BRIEF DESCRIPTION	GOOD POINTS	BAD POINTS
1			
2			
3			
4			



DEVISE YOUR OWN WARM UPS

In small groups, using the equipment available, devise a warm up activity and demonstrate it to the rest of the class. Make a plan below and take notes on other groups ideas too.

U	LO	AC
1	1	c

WARM UP ACTIVITY IDEAS



Things to think about:

What are you going to do?

What space will you need?

Where will participants stand?

What info will you need to tell participants?

What and how will equipment be used?

U	LO	AC
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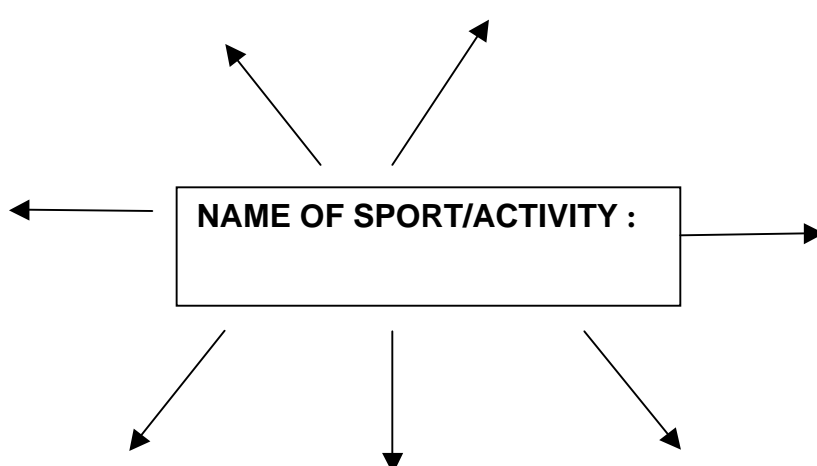
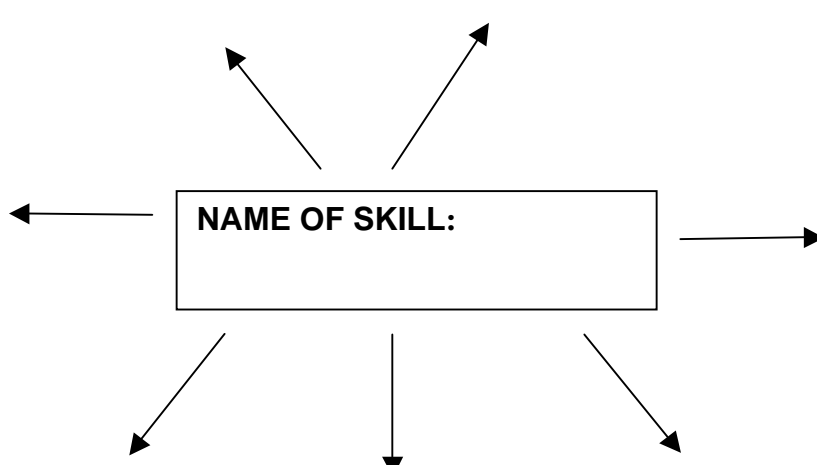
WARM UP ACTIVITY IDEAS



BREAKING DOWN SKILLS

1	1	c
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Select a sport or activity and list all the skills needed to take part in it, then select just one skill from your list and write down the rules and/or teaching points needed to do this skill effectively

<p>ALL THE SKILLS</p> 
<p>ALL THE RULES/TEACHING POINTS FOR <u>ONE</u> SKILL</p> 

U	LO	AC
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TYPES OF GAME ACTIVITY AND CONSIDERATIONS

Fill in definitions/notes about the following ways you can deliver games activities in a session and what factors to consider if using games in a session

SMALL-SIDED GAMES –

FULL-SIZE GAMES (PLAYING TO THE PROPER RULES) –

CONDITIONED GAMES –

AGE OF PARTICIPANTS –

ABILITY AND EXPERIENCE OF PARTICIPANTS -





ADAPTING GAMES TO DIFFERENT SITUATIONS

In groups devise a game from the information given to you by your tutor. Use the space below to show your plan:

1	1	c
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When you have finished your plan ask your tutor for a **change of situation card** – work together to change your plans to meet the new situation.

Be prepared to discuss and/or demonstrate your games and changes made.

U	LO	AC
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EQUIPMENT CONSIDERATIONS

Make a few brief notes on the following considerations when using sports equipment:

SAFETY –

SUITABILITY –

APPROPRIATE-

AMOUNT-

SETTING UP –

STORAGE DURING ACTIVITIES-



ORGANISING AND MANAGING PARTICIPANTS BEFORE AND DURING ACTIVITIES

U	LO	AC
1	2	c

Make notes on the following considerations:

What safety checks might you make on the participants before they start the activity?

Where would you stand when leading sessions? Where would you stand for demonstrations? Where would you stand if you were outside and the sun was really bright? Where would you stand while participants are doing the activities?

How might you organise small groups? Large groups? Mixed ability groups?



U	LO	AC
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PICKING TEAMS

Your tutor and your group will show you some different ways of putting participants into groups. List the good and bad points about each method used.

METHOD	DESCRIPTION	GOOD POINTS	BAD POINTS
1			
2			
3			
4			



FLOW AND PACE

1	2	d
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Why is it important that sessions flow along and at the correct pace for the participants?

SESSION ENDINGS AND CLEARING AWAY

U	LO	AC
1	2	e

List different ways that a session could be finished and devise a fun way you can get participants to clear equipment away.

SESSION ENDINGS:


FUN WAY TO CLEAR AWAY EQUIPMENT:



U	LO	AC
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EVALUATIONS

List different methods that could be used to evaluate your own and other leader's sessions



SUGGESTIONS FOR IMPROVEMENT

Why and how can evaluations be used to improve delivery of future sessions?



SEE LEADER EVALUATION AND TUTOR OBSERVATION SHEETS

U	LO	AC
2	1	a

COMMUNICATION ACTIVITIES

We will take part in a range of activities/games to do with communication skills. For each one list what you have learnt:

GAME/ACTIVITY	WHAT I LEARNED ABOUT COMMUNICATION SKILLS
NURSERY RHYME GAME	
MIRROR DRAWING	
FACES & BODY LANGUAGE WORKSHEET	
MESSAGE RELAYS	
LEADERSHIP TASK WITH/WITHOUT BLIND FOLDS	
SHEEP & SHEPHERD	
MADE UP GAMES – EXPLAIN WITH WORDS ONLY/DEMO ONLY	



USE OF WHISTLES

List different occasions a leader or umpire/referee may use his/her whistle

U	LO	AC
2	1	b

Lets now get some practice in using whistles. We are going to play a couple of games:

Name that tune – in pairs one person whistles a tune the other has to guess what it is

Whistle work out – in pairs devise a sequence of whistle blasts that includes a minimum of 5 different types of blast – play your sequence together to the rest of the group

Stop the game – when told to do so use your whistle to stop a game and change or add new rules

What I have learned about using a whistle:



U	LO	AC
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APPROPRIATE COMMUNICATION

2	2	a
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When communicating with participants it is not just about giving instructions and demonstrations and letting them get on with out. They will need encouragement and motivation and help in getting tasks done correctly. Make notes on the following:

PRAISE –

POSITIVE FEEDBACK-

CONSTRUCTIVE CORRECTIVE FEEDBACK-


TARGET SETTING-



PRAISE PHRASES

List as many words or sayings as you can think of that could be used to praise participants. See if you can get at least one for each letter of the alphabet.






U	LO	AC
2	2	a

A		N	
B		O	
C		P	
D		Q	
E		R	
F		S	
G		T	
H		U	
I		V	
J		W	
K		X	
L		Y	
M		Z	

U	LO	AC
3	2	a&b

HEALTHY LIFESTYLE

Explain why healthy lifestyles are important and describe how diet, smoking, alcohol and age can effect your health

<p>Why healthy lifestyles are important?</p> 	
<p>Effects of smoking</p> 	
<p>Effects of diet</p> 	
<p>Effects of alcohol</p> 	
<p>Effects of age</p> 	

U	LO	AC
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DIRECTORY OF LOCAL CONTACTS OFFERING HEALTH-RELATED EXERCISE

3	3	a
6	1	a

As part of the course you will need to work as a group to produce a directory of places you can go to take part in sport and health-related activities. Do some private research yourself and list below places in and around Swindon where you can do **health-related activities**. We may use this information later in the course to produce the directory.

SWIMMING POOLS –

GYMS/FITNESS SUITES-

AEROBICS/ STEP/ CIRCUITS/ BOXERCISE/ CLASSES –

RUNNING CLUBS –

CYCLING CLUBS-

WALKING CLUBS -



OTHERS-



PLANNING AND DELIVERING CIRCUIT SESSIONS

U	LO	AC
3	4	a

You will plan a circuit-training session that you will deliver to a partner in the college sports hall. You will all have the same equipment set up but how you wish to use it is up to you. Use the planners below to help design the circuit:

<p>1 cone ^</p> <p>2 bench</p> <p>3 mat</p> <p>4  med ball</p> <p>5 mat</p> <p>6 Ladder -- -- -- -- -- -- --</p> <p>7 Hurdles </p> <p style="text-align: center;">^ cone</p>	<p style="text-align: center;">cone ^</p> <p>8 bench</p> <p>9 mat</p> <p>10 skipping rope </p> <p>11 mat</p> <p>12 cones ^ ^ ^ ^ ^ ^</p> <p>13 Hoops/Dots o o o o</p> <p style="text-align: center;">^ cone</p>	<p style="text-align: center;">cone ^</p> <p style="text-align: center;">14 ^ cone</p>
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CIRCUIT PLANNER

Complete the table below:

U	LO	AC
3	4	a

STATION	DIAGRAM	DESCRIPTION
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		

NUMBER OF REPS ON EACH STATION: _____ REST INTERVALS BETWEEN STATIONS: _____
 NUMBER OF SETS: _____ REST INTERVAL BETWEEN SETS: _____

U	LO	AC
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PLANNING AND DELIVERING WEIGHTS/CV SESSIONS

3	4	a
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Design and lead a partner through a 60 minute exercise session that can be performed in the college fitness suite. Your exercises must include **some aerobic activity** eg, treadmill, bike, rower, x-trainer and a range of upper and lower body exercises using the **resistance machines** and/or **free-weights**. Use the planner below to help you.

	DIAGRAM	DESCRIPTION	REPS/SETS/TIME/LEVEL/KGS
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

REST INTERVAL BETWEEN STATIONS: _____

REST INTERVAL BETWEEN SETS: _____

U	LO	AC
---	----	----

UNDERSTANDING FAIR PLAY

4	1	a&b
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What is your definition of fair play?

In small groups list 8 most important items to include on a fair play charter – include items for players, parents/spectators, and officials. For each one list what might be an appropriate sanction for breaking these rules.

RULE	DESCRIPTION	WHO FOR	SANCTION
1			
2			
3			
4			
5			
6			
7			
8			





FAIRPLAY SCENARIOS

In your groups you will be given a situation which you may be faced with as a leader. Decide what the best and fairest way would be to deal with the situation and write your ideas down in the table below. Each group will feedback to the rest of the class so you can add more scenarios to your table.

U	LO	AC
4	1	a&b

NO.	SCENARIO DETAILS	ACTIONS
1		
2		
3		
4		
5		
6		

U	LO	AC
---	----	----





RESPECT

Answer the following questions:

4	1	a&b
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What does it mean to respect someone?

What does respect look like in a practical setting?

How might one person show they have respect for another?

Why do we need respect in a sporting environment?

What might not showing respect for someone look like?

What might happen in the long run if there is a lack of respect?

Discuss your answers as a group and add notes/examples to your own answers.

U	LO	AC
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ROLES & SKILLS OF SPORTS OFFICIALS

5	1	a
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List all the roles and skills needed by an effective sports official.
Remember they aren't just there to referee



Why do we need officials?

What would happen without officials?

How does the activity or age/experience of participants affect the officials?

Share your ideas with the group and add to your own list/answers.

U	LO	AC
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RULES AND EFFECTS ON THE GAME/ACTIVITY

5	2	a
---	---	---

All activities and sports will need some form of rules. How will having rules effect the following – give examples from sports and other games/activities:

PARTICIPANT SAFETY –

PARTICIPANT ENJOYMENT-

MOTIVATION LEVELS-

ACHIEVEMENT-

OTHER EFFECTS? –



U	LO	AC
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GAMES WITH TOO MANY OR NOT ENOUGH RULES

5	2	a
---	---	---

Split into two groups. Your tutor will give you a game to play with a set of rules. Play the game and then write down your comments about the effect of the rules you were given on the games below:

Effects of too many rules:

Effects of not enough rules:

Swap cards but this time add rules and/or remove rules to improve the games. Play the game and then comment on how the changes improved the game:

U	LO	AC
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CONDITIONED AND SMALL SIDED GAMES

5	2	b
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After playing several conditioned and small-sided games answer the following questions:

What is meant by a small sided game?

Why are small sided games a positive experience for some participants?

Give examples of what small sided games might look like. Consider team size, area and equipment

What is a conditioned game?

What are the advantages of playing conditioned games?

How will you decide which rules to keep and which ones to ignore or change?

U	LO	AC
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LOCAL SPORT AND RECREATION DIRECTORY

6	1&2	a&a
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As a whole class group you must produce a directory of places where people can take part in health related and sports activities and also supply information about future courses that can be taken to compliment or follow on from this Lev 1 Award in Sports Leadership. As a group decide who is responsible for which areas of research and then collect and present the information as a directory (An A4 file will suffice). The areas you will need to research and jobs to be done include:

LOCAL AUTHORITY SPORTS/LEISURE CENTRES: LINK,OASIS	
SWIMMING POOLS	
PRIVATE FITNESS CENTRES/GYMS	
AEROBICS/ STEP/ CIRCUITS/ BOXERCISE/ CLASSES –	
SPORTS CLUBS FOR SPECIAL NEEDS/ELDERLY	
YOUTH CLUBS, CADETS, DUKE OF EDINBURGH CLUBS WHERE THEY DO SPORTS ACTIVITIES	
HOLIDAY SCHEMES – COUNCIL SCHEMES OR FOOTBALL IN THE COMMUNITY, ACTIVE SWINDON	
PRIVATE OR COUNCIL RUN GOLF CLUBS	
RUNNING CLUBS – CYCLING CLUBS- WALKING CLUBS -	
SPORTS CLUBS: FOOTBALL NETBALL TENNIS RUGBY ETC.....	

LEVEL 2 COMMUNITY SPORTS LEADER AWARD	
LEVEL 3 HIGHER AWARD IN SPORTS LEADERSHIP	
1 ST 4 SPORT COACHING AWARD	
DUKE OF EDINBURGH'S AWARD	
BTEC FIRST DIP SPORT	
GCSE PE	
BTEC NAT CERT SPORT	
A LEVEL PE	
EMERGENCY FIRST AID	
NATIONAL GOVERNING BODY AWARDS EG, LEV 1 FA COACHING, LEV 1 NETBALL, PRELIM ROUNDERS UMPIRE ETC	

Your tutor will give you recording sheets to collect your information onto.





SESSION PLANNER

LEADER NAME:	SPORT/ACTIVITY:
NUMBER OF PARTICIPANTS:	AGE/GENDER/ABILITY:
AIM/PURPOSE OF SESSION:	
EQUIPMENT NEEDED:	

	ORGANISATION/DIAGRAM	COACHING POINTS/THINGS TO REMEMBER
WARM UP		
SKILLS/MAIN ACTIVITY		
GAME ACTIVITY		
COOL DOWN		

U	LO	AC
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SESSION EVALUATION AND SUGGESTIONS SHEETS

1	3&4	a&a
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Leader's name and date:		Sport/Activity context used:	
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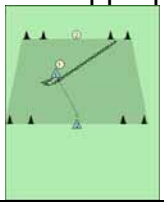



SELF EVALUATIONS	Needs work	Not Bad	Quite Good	Excellent
My planning before the session was	1	2	3	4
My organisation during the session was	1	2	3	4
My getting participants into teams/groups was	1	2	3	4
My communication to start activities was	1	2	3	4
My communication during activities was	1	2	3	4
The flow from one activity to the next was	1	2	3	4
My timing was	1	2	3	4
My relationship with participants was	1	2	3	4
(If working as a pair/group) My relationship with other leaders was	1	2	3	4
Keeping participants interested was	1	2	3	4
Making sure participants had fun was	1	2	3	4
My use of equipment was	1	2	3	4
My ending the session was	1	2	3	4

The bits I enjoyed most were?	
The things I did best were?	
The things I need to work on are?	
Next time I will make sure I.....	

U	LO	AC
1	2	a-e
2	1	a&b
2	2	a
4	1	a&b

TUTOR OBSERVATION AND SUGGESTIONS SHEETS

Leader's name and date:		Sport/Activity context used:	
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OUTLINE OF ASSESSMENT CRITERIA	COMMENTS and SUGGESTIONS FOR IMPROVEMENT
Prepare and use appropriate equipment safely 	
Use appropriate facilities/area 	
Organise and manage participants before and during activities (+comms & fairplay) 	(Communicate verbal & non verbal Use of Whistle Communicate appropriately with groups and individuals Fair Play, Respect & Disputes)
Demonstrate good flow and pace maintaining participant's interest 	
Safe ending and clearing of equipment 	

ASSESSOR NAME: _____ SIGNATURE: _____



EVALUATION OF OFFICIALS

Use the following checklist to evaluate and comment on the performance of officials at a range of levels eg, yourselves as sports leaders to professional referees/umpire/officials.

U	LO	AC
5	3	a

What actions did the official take before the activity?

What did you notice about their positioning during the game?

How did the official communicate with players?

Was the official consistent with decisions?

How did the official ensure safety of players?

What actions were taken by the official when rules were broken?

What did the official do with players who didn't understand rules/decisions?

What were the main strengths and weaknesses of the official?





U	LO	AC
5	4	a

OFFICIATING - TUTOR OBSERVATION SHEET

Your tutor will observe you acting as the official in **at least two** games or activities. These may be full-sided, full rules or small-sided and conditioned rules for a recognised sport or any activity or game.

Leader Name	Assessor Name	Sport or activity

Clear explanation of rules to participants	
Explanation as to the choosing of or discounting of certain rules (for conditioned/small sided games/ made-up games)	
Whistle blowing – confident and clear	
Follow up whistle blasts with clear and concise instruction	
Clear understanding and application of rules	
Consistency in applying rules and dealing with players	
Appropriate positioning for instructing/moving with play	
Co operation with other officials	
Dealing with low level disruption or dispute in a calm and confident manner	

ASSESSOR SIGNATURE _____ **DATE** _____





LEVEL 1 AWARD in SPORTS LEADERSHIP

CANDIDATE NAME: _____

