

SUBJECT STRAND: P.E.
UNIT TITLE: LEVEL 1 AWARD IN SPORTS LEADERSHIP
TERM/YEAR: _____ CLASS: _____



CURRICULUM REFERENCES:

Pupils accessing the Sports Leaders UK Level 1 Award in Sports Leadership will learn the skills necessary to organise sport and physical activity and get people involved in such programmes. Study of the award will allow students to increase their confidence, self esteem and communication skills, as well as other key skills, on their way to becoming role models who will help others achieve their potential and help their school community to get fit and lead healthy lifestyles.

The Sports Leaders UK Level 1 Award in Sports Leadership is a recognised and accredited educational qualification; valued by potential employers who recognise the initiative and skills of trained Sports Leaders.

It is expected that students will demonstrate both the maturity and the knowledge and understanding necessary to deliver sport and physical activity safely before the qualification is awarded. Personalised learning plans will be utilised to ensure pupils are supported in their pursuit of the final award.

RESOURCES:	CROSS CURRICULAR FOCUS:	VOCABULARY:
<p><u>EQUIPMENT:</u> A range of general equipment from the PE store will be utilised throughout the unit, dependent upon the activity to be delivered by the students. In addition, the school possesses Multi Skills and TOP's Resources, including activity cards, which will also be used.</p> <p><u>FACILITIES:</u> In terms of facilities, learning will take place within the school site using the school hall, playing field, all weather surface and classrooms/ ICT suites when necessary.</p> <p><u>OTHER:</u> Assessment recording sheets. Session plan templates for pupils.</p>	<p><u>ENGLISH:</u> Use of key words and new vocabulary. Developing speech and communication skills. Improving confidence in the use of language skills. Planning leadership sessions on session templates.</p> <p><u>MATHS:</u> Using basic mathematical skills to add up and divide participants and equipment. Use of various devices for measurement. Timing and scoring during activities.</p> <p><u>ICT:</u> Using digital media to record progress and for students to self assess. Using word processing packages to produce session plans. Using the Internet to research and plan sessions.</p> <p><u>BUSINESS & ENTERPRISE:</u> Trying new things, taking the lead, listening to instructions, communicate with team mates performing as a team being responsible using initiative and working together well.</p> <p><u>CITIZENSHIP:</u> Respecting others, being a team player and working well together with less able students.</p>	<p><u>KEY WORDS:</u> Unit Specific:</p> <p>DEMONSTRATE EQUIPMENT EVALUATE FACILITIES ORGANISE PARTICIPANTS PLAN PREPARE RESEARCH SPORTING RECREATIONAL</p> <p><u>KEY WORDS:</u> Sports Leaders core values:</p> <p>ATTITUDE COMMITMENT COMMUNICATION CONFIDENCE EFFORT ENTHUSIASM INITIATIVE MATURITY ORGANISATION RELIABILITY RESPONSIBILITY SAFETY AWARENESS</p>

ECM:

Be Healthy – Taking part in exercise and physical activity

Stay safe – Understanding health and safety issues and how to deliver activities safely

Enjoy and achieve – Enjoy developing team work and co-operation skills. Gain satisfaction through achieving accredited qualifications and delivering beneficial activity to peers.

Make a positive contribution – Using skills and knowledge to improve health and fitness of school colleagues

Achieve economic well being – Learning new skills, developing key skills and achieving accredited qualifications

Learning Objectives:

Unit 1: Pupils should learn the skills necessary to plan, prepare and assist in the delivery of a simple sporting activity.

Examples of differentiated Learning Outcomes:

On completion of Unit 1 the candidate must demonstrate competence in the following areas:

Learning Outcome 1: Plan and prepare a simple sporting or recreational activity.

- a. Know what information will be needed in order to plan an effective session.
- b. Be able to find information and research a topic before running a session.
- c. Understand the structure of a simple session and how the content will change with age/ability of participants.

Learning Outcome 2: Deliver a simple sporting or recreational activity whilst under supervision.

- a. Prepare and use equipment for activities that are safe and appropriate for the relevant age and ability of the participants.
- b. Select and use appropriate facilities/area.
- c. Organise and manage participants before and during activities.
- d. Show appropriate flow and pace from one activity to the next to maintain the participants' interest.
- e. Demonstrate an appropriate and safe ending to a session including the clearing away of equipment.

Learning Outcome 3: Evaluate each session.

- a. Explain simply what went well, what did not go well, and what could be improved for future sessions.

Learning Outcome 4: Plan future sessions

- a. Demonstrate that by evaluating each session, the planning of future sessions can be improved.

Possible Experiences & Teaching Activities:

Unit 1 - 6 Hours Guided Learning Time:

Session 1:

- Planning an effective session (including researching a topic or activity). Classroom based.
- Session structure and content (taking into account the age/ability of participants). Practical demonstration.

Session 2:

- Choosing, checking and preparing equipment for use. Practical activity.
- Selecting appropriate facilities and playing areas. Classroom and practical activity.
- Organising and manage participants before and during activities. Scenario based practical activity.

Session 3:

- Flow and pace. Practical demonstration and activity.
- Finishing sessions safely. Practical activity.

Session 4:

- Evaluating sessions and methods of improvement. Classroom and practical activity.

Session 5:

- Running a basic session – student planned and led. Practical activity.
- Self/peer evaluation – students evaluate their own and others sessions. Highlight good practice and suggest improvements. Practical activity.

Session 6:

- Students re-visit sessions from Session 5, acting on highlighted areas for improvement. Practical activity.

Assessment Opportunities:

Observation – the Tutor/Assessor will observe the candidate leading others and make assessment decisions.

Questioning of underpinning knowledge – either verbal or written. The Tutor/Assessor will ask questions to elicit background knowledge that may not be immediately proven through observation. The Tutor/Assessor will record the questions asked and the responses given by the candidate.

Peer assessments – candidates may provide feedback on each other's performance and achievements as part of a review process.

Notes or planning work – completed during the course. Candidates will be assessed on work they have completed during their course. This will include, for example, session plans, flipchart sheets, worksheets and written notes made during the course.

Performance of set tasks – the Tutor/Assessor will set tasks or projects that will elicit the candidate's understanding of a given subject. The Tutor/Assessor will inform the candidate of the task and that it will be directly assessed. Such tasks will be relevant to the syllabus and be comparable to other methods of assessment.

Simulation – the Tutor/Assessor may ask candidates to role-play various scenarios, where the opportunity to observe candidates is not readily available. For example, a Tutor/Assessor may ask candidates to simulate an emergency situation, so that their knowledge of how to follow an emergency procedure can be tested.

Video/photographic evidence – may be used to support the assessment decisions made by the

Tutor/Assessor. This evidence will be accompanied by clear referencing so that every candidate involved in the activity may be credited for their work.

Witness statements – may be used to determine a candidate's achievement, for example during the demonstration of leadership unit of the course.

Completion of Internal Plans – both the Internal Assessment Plan and the Internal Verification Plan will be completed by the relevant persons within Catcote Approved Assessment Centre.