Year 10 – BTEC SPORT – SUMMER TERM

**New Learning – Unit 6 – Sports Leadership**

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| **Subject** | **Lesson 1** | **Lesson 2** |
| **Week 1** | **You as a sports leader.**  Think about situations where you have been a sports leader. This could be as a captain, a coach, a supporter to other pupils, helping to organise equipment etc.  Answer the following questions:  **What is a sports leader?**  **Why are sports leaders important?**  **What skills do you think sports leaders should have?**    When you have answered the questions, you then need to complete a leader self-analysis on your skills as a leader!  Be as honest as you can! (sheet attached) | **Who are sports leaders?**  You now need to research some famous sports leaders.  What makes them successful? What did they achieve? Why  did people like them/follow them?  Choose 2 sports leaders and create a Facebook profile for  them, highlighting their career achievements. (template attached) |
| **Week 2** | **Task 1 - Skills and Qualities of a sports leader**  For this task, you need to consider the skills and attributes that make a successful sports leader.   * Communication * organisation of equipment * knowledge * activity structure * target setting * use of language * evaluation * appearance * enthusiasm * confidence * leadership style * motivation * humour * personality   Choose **2 contrasting** sports leaders (e.g. Football manager, coach, elite athlete, PE teacher etc.) and produce a mind map of their skills and attributes. For each one, give examples of how they use them! | **Task 2 – Responsibilities of a sports leader**  For this task, you need to consider the responsibilities  of a successful sports leader   * professional conduct, * health and safety * equality * insurance * child protection * legal obligations * ethics and values * rules and regulations   Using your **2 contrasting** sports leaders (e.g. Football  manager, coach, elite athlete, PE teacher etc.) add to  your mind map with the responsibilities. For each one,  give examples of why they are so important. |
| **Week 3** | **Task 3 – Comparison of 2 successful sports leaders**  Using your 2 leaders for Task 1 and 2, you now need to make a comparison of their skills and attributes.  Give a short introduction to your sport leaders, who they are, what are their achievements and their successes.  For the comparison you need to consider the following:  Do the leaders have similar skills? Is one better than the other in a certain area? Why are they so successful?  Could 1 leader learn something from the other? Do they have areas they need to improve on? How do you know?  This comparison should be approximately 1 side of A4, and should include at least 6 of the different skills/attributes/responsibilities discussed in tasks 1/2 | |
| **Week 4** | **Task 4 – Lesson plan 1**  As part of your assessment in this unit, you will have to plan and lead a sports session for some year 7 pupils.  In order to do this, you need to produce 2 different lesson plans for a chosen activity.  This can be any activity you would usually study at school in PE (e.g. football, netball, basketball, rugby, cricket etc.)  Using the lesson plan template, you need to plan your session in a sport of your choice.  For your plan you need to consider the following:  **Type of activity –** what will the focus of your lesson be? Shooting? Passing? Tackling? Etc.  **Warm -up –** What will you do for a warm-up? It should include the 3 key areas – Pulse raiser / Stretches / Joint mobility. You need to be specific in terms of what you are going to do, including which stretches etc! You can use pictures to help you explain.  **Skill development –** how are you going to improve the skill that you had identified (e.g. passing). What practices would you use? How will you set out your area? How will you organise your pupils? How can you adapt it to make it easier or more challenging if the pupils require it? Use diagrams to help you explain!  **Conditioned game –** What game will you play? It should not be a full version of the game (e.g 11 v11 football) but should have conditions (rules) to help the pupils develop the skills you are aiming to improve in your lesson. E.g. (for passing, you have to make 5 passes before you can score). Use diagrams to help you explain!  **Cool down –** What are you going to do? Think about what should be in a cool down and explain in as much detail as possible, again use pictures! | |
| **Week 5** | **Task 4 – Lesson plan 2**  As part of your assessment in this unit, you will have to plan and lead a sports session for some year 7 pupils.  In order to do this, you need to produce 2 different lesson plans for a chosen activity.  This can be any activity you would usually study at school in PE (e.g. football, netball, basketball, rugby, cricket etc.)  Using the lesson plan template, you need to plan your session in a sport of your choice.  **\*Remember! This must be a different plan to Lesson plan 1 but can be from the same sport!**  **e.g. Lesson plan 1 – passing in football, Lesson plan 2 – shooting in football.\***  For your plan you need to consider the following:  **Type of activity –** what will the focus of your lesson be? Shooting? Passing? Tackling? Etc.  **Warm -up –** What will you do for a warm-up? It should include the 3 key areas – Pulse raiser / Stretches / Joint mobility. You need to be specific in terms of what you are going to do, including which stretches etc! You can use pictures to help you explain.  **Skill development –** how are you going to improve the skill that you had identified (e.g. passing). What practices would you use? How will you set out your area? How will you organise your pupils? How can you adapt it to make it easier or more challenging if the pupils require it? Use diagrams to help you explain!  **Conditioned game –** What game will you play? It should not be a full version of the game (e.g 11 v11 football) but should have conditions (rules) to help the pupils develop the skills you are aiming to improve in your lesson. E.g. (for passing, you have to make 5 passes before you can score). Use diagrams to help you explain!  **Cool down –** What are you going to do? Think about what should be in a cool down and explain in as much detail as possible, again use pictures! | |