

Unit 6: Leading Sports Activities

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

What makes the winners of the top leagues so successful? Why did the winner of the London Marathon select the tactics to run the race in that specific way? Many people would suggest that it is down to the individual performer. However, others look beyond the performer and credit the managers or coaches.

In sport it is often the performer who obtains all the admiration and acclaim for his or her achievements. However, behind most successes there is a sports leader or coach, who masterminds the performance of the highly talented sports performer(s). It is often these leaders who make the difference.

This unit introduces you to sports leadership, enabling you to start on the ladder of leadership and coaching, through delivering components of sports sessions and whole activity sessions. You will be introduced to the basics of sports leadership and then will be required to plan, deliver and evaluate your ability to lead a sports activity session or component of a session.

For learning aim A, you will be introduced to the attributes required to be a successful sports leader, giving you knowledge of the skills, qualities and responsibilities associated with success in sports leadership.

Learning aim B enables you to consider the planning and leadership requirements for delivering sports activities. You will be given the opportunity to develop your ability and knowledge of sports leadership through developing knowledge of the requirements of planning and target setting for sports performers.

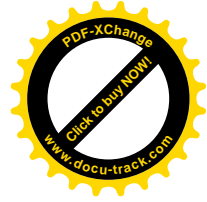
For learning aim C, you will evaluate your own effectiveness as a sports leader within the session you planned and delivered. You will need to consider your strengths within the process of sports leadership and plans for further developing your ability as a sports leader.

There are many roles working in sport that require effective and successful sports leadership, including personal training and coaching. This unit provides you with what could be your first step into sports leadership, as it could be linked to the completion of a sports leader award, for example Junior Sports Leader Award (JSLA).

Learning aims

In this unit you will:

- A know the attributes associated with successful sports leadership
- B undertake the planning and leading of sports activities
- C review the planning and leading of sports activities.



Learning aims and unit content

| What needs to be learnt |
|--|
| <p>Learning aim A: Know the attributes associated with successful sports leadership</p> |
| <p>Topic A.1 Sports leaders: For example, sports coaches, fitness instructors, school/college coaches, local club coaches, national club coaches, amateur coaches.</p> <p>Topic A.2 Attributes:</p> <ul style="list-style-type: none">● skills (communication, organisation of equipment, knowledge)● § advanced skills (activity structure, target setting, use of language, evaluation)● qualities (appearance, enthusiasm, confidence)● § additional qualities (leadership style, motivation, humour, personality). <p>Topic A.3 Responsibilities:</p> <ul style="list-style-type: none">● core responsibilities (professional conduct, health and safety, equality)● § wider responsibilities (insurance, child protection, legal obligations, ethics and values, rules and regulations). |
| <p>Learning aim B: Undertake the planning and leading of sports activities</p> |
| <p>Topic B.1 Sports activities: For example, individual sports, team sports, fitness activities.</p> <p>Topic B.2 Components of sports activity session:</p> <ul style="list-style-type: none">● warm-up● main component/components of activity, e.g. skill introduction, development, conditioned game, final activity● cool down. <p>Topic B.3 Plan:</p> <ul style="list-style-type: none">● participants, e.g. age, ability, gender, numbers, medical, specific needs● aims and objectives, e.g. target setting, expected outcomes● resources, e.g. equipment, time, environment● health and safety considerations (risk assessment and informed consent). <p>Topic B.4 Lead:</p> <ul style="list-style-type: none">● demonstration of attributes (skills, § advanced skills, attributes, § additional qualities)● completion of core responsibilities● § completion of wider responsibilities. <p>§ Topic B.5 Measures of success:</p> <ul style="list-style-type: none">● § coverage of planned components● § meeting set aims and objectives● § organised● § safe. <p style="text-align: right;"><i>continued</i></p> |

What needs to be learnt**Learning aim C: Review the planning and leading of sports activities****Topic C.1 Review:**

- feedback for review, e.g. from participants, supervisor, observers, self-analysis
- methods, e.g. questionnaires, comment cards, observation records, direct verbal feedback
- strengths and areas for improvement (demonstration of attributes, completion of responsibilities, e.g. planning, content, organisation, health and safety, achievements).

§ Topic C.2 Targets for development:

- § SMARTER targets (specific, measurable, achievable, realistic, time-related, exciting, recorded)
- § development plan:
 - aims and objectives
 - goals
 - SMARTER targets
 - activities and opportunities, e.g. training, courses, qualifications
 - possible barriers.

The unit content is designed for delivery to level 2 learners. If a learner is unable to achieve at level 2, they will be assessed against level 1 criteria and are therefore not required to demonstrate achievement of the content indicated by §.

Assessment criteria

| Level 1 | Level 2 Pass | Level 2 Merit | Level 2 Distinction |
|---|---|--|---|
| Learning aim A: Know the attributes associated with successful sports leadership | | | |
| 1A.1 Outline the attributes required for, and responsibilities of, sports leadership. | 2A.P1 Describe, using relevant examples, the attributes required for, and responsibilities of, sports leadership. | 2A.M1 Explain the attributes required for, and responsibilities of, sports leadership. | |
| 1A.2 Describe the attributes of a selected successful sports leader. | 2A.P2 Describe the attributes of two selected successful sports leaders. | 2A.M2 Evaluate the attributes of two successful sports leaders. | 2A.D1 Compare and contrast the attributes of two successful sports leaders. |
| Learning aim B: Undertake the planning and leading of sports activities | | | |
| 1B.3 Plan a given sports activity. | 2B.P3 Plan two selected sports activities. | 2B.M3 Justify the choice of activities within the sports activity plan. | |
| 1B.4 Lead a component of a sports activity session, with guidance and/or support. # | 2B.P4 Independently lead a sports activity session. # | 2B.M4 Lead a successful sports activity session. # | |





| Level 1 | Level 2 Pass | Level 2 Merit | Level 2 Distinction |
|---|--|---|--|
| Learning aim C: Review the planning and leading of sports activities | | | |
| 1C.5 Review the planning and leading of the warm-up, main component or cool down, describing strengths and areas for improvement. * | 2C.P5 Review the planning and leading of the sports activity session, describing strengths and areas for improvement, and targets for future development as a sports leader. * | 2C.M5 Explain targets for future development as a sports leader, including a personal development plan. | 2C.D2 Justify targets for future development as a sports leader and activities within the personal development plan. |

*Opportunity to assess mathematical skills

#Opportunity to assess English skills





Teacher guidance

Resources

Learners need access to a range of sports facilities and equipment. They will also need participants to take part in the sports activity session.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Edexcel. Please read this guidance in conjunction with *Section 8 Internal assessment*.

For learning aim A, learners could produce a detailed written report which covers each of the appropriate attributes (skills and qualities) needed to become a successful sports leader, as well as the responsibilities of sports leadership. For level 2, learners need to give relevant examples of sports leaders to support their description. The examples used do not have to be famous individuals.

For learning aim B, learners need to produce two plans for entire sessions (for level 2) and then select one plan to deliver to a group of selected sports performers. The performers for this session can range from peers of the same age to young children. For level 1, learners need to produce a plan and lead a component of the plan (the warm-up, main component or cool down).

It is important that learners have the appropriate experience and confidence to deliver the sessions to the selected group. Learners should not be left on their own to deliver the session to the target group; they should be supervised by an appropriately qualified sports leader. Before the delivery of the event, all plans should be checked by the assessor and learners should be requested to prepare feedback questions for participants within the sessions, peer observers and their assessor. Learners should ensure that these are handed out and completed by participants at the end of their session. This will support the attainment of the assessment requirements for learning aim C.

When learners are ready to deliver the sports activity session, they should complete the delivery under the direct supervision of an appropriately qualified sports leader while the assessor observes. The session ideally should be visually recorded to ensure that assessment can take place after the event as well and to enable learners to carry out their own evaluation of the session. After the session has concluded, the assessor should complete an observation record which clearly details what the learner did within the session, how they performed, coverage of the unit content, and how they met the requirements of the target criteria.

Using feedback obtained, learners should then prepare to complete the assessment criteria for learning aim C. Evidence for this can be completed in a variety of forms, including verbal presentation if preferred. If the learner gives evidence verbally, it is useful for a recording to be made (either visual or audio). The assessor must also complete an observation record/checklist to support the evidence submitted for assessment and to confirm achievement against target criteria.

It is advised that learners are given adequate time to prepare for the review of their session. For level 2, learners are required to produce a personal development plan to meet the assessment requirements. The plan could be presented verbally or in written form and should be submitted as part of the review process.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

| Criteria covered | Assignment | Scenario | Assessment evidence |
|--|--|--|---|
| 1A.1, 2A.P1, 2A.M1, 1A.2, 2A.P2, 2A.M2, 2A.D1 | Sports Leadership Article | You are the manager of a small, but developing, coaching company. You have contacted a local newspaper to discuss how to develop interest in volunteering in sports leadership. The editor has asked you to develop an article that explores the requirements of becoming a successful sports leader, using examples of successful sports leaders to demonstrate attributes and responsibilities required. | Article for a newspaper or web article. |
| 1B.3, 2B.P3, 2B.M3, 1B.4, 2B.P4, 2B.M4 | Planning and Leading Sports Activities | A local sports club has asked you to deliver a sports activity session as part of an informal interview process. If successful, you will join the sports club as a volunteer leader for one of the junior teams or sections. You must demonstrate your ability to plan and lead a sports activity session to a group of younger children from the club. | Session plan with clear justification of selection of activities within the session. This plan should cover all elements as listed in the content section of this unit. Video evidence/visual evidence should be provided to demonstrate how learners lead the event and confirm assessment judgements made against the criteria. Assessor's observation record/checklist. |



| Criteria covered | Assignment | Scenario | Assessment evidence |
|--------------------------------------|---------------------------|---|--|
| <p>1C.5, 2C.P5, 2C.M5, 2C.D2</p> | <p>Session Evaluation</p> | <p>Following your interview, you have been asked to complete a review of your performance during the session.</p> <p>The club would like to do this with you, through a question and answer session, in front of two members of the club.</p> <p>You must prepare evidence to support the questions which you may be asked from feedback that you have obtained from participants, observers and your assessor.</p> | <p>Verbal evidence given by the learner with the support of feedback results collated after the session took place. This could be in the form of visual aids for the interview or written handouts for each of the interviewees.</p> <p>The interview should be recorded to give the assessor and internal verifier the opportunity to make a valid judgement against the assessment criteria and coverage of the appropriate content.</p> <p>Assessor's observation record/checklist to justify assessment decisions.</p> |

