



Accredited

OCR LEVEL 2 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN SPORT

PLANNING AND LEADING SPORTS ACTIVITIES

T/502/5481

LEVEL 2 UNIT 9

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



PLANNING AND LEADING SPORTS ACTIVITIES

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LEVEL 2

AIM OF THE UNIT

Top sports performers and major sporting events wouldn't be what they are without the guidance and direction of good leaders. Without their skills and qualities most events wouldn't get off the ground and most performers wouldn't move beyond grass roots. So what makes a good leader? What skills and qualities do they need? How can they ensure that what they are doing is best for the performers or the event?

By completing this unit learners will develop knowledge, understanding and practical skills to enable them to plan, lead, deliver and review safe and effective sporting activities.

PURPOSE OF THE UNIT

This will help the learner to know what is required in order to become a successful sports leader. This will give the learner the opportunity to plan and lead an activity which is a useful skill to acquire as a basis for working as a sports coach. An important part of working within the sports industry is the ability to work as a member of a team. Learners are required to lead a sport activity. The session delivered must be appropriate to the group and of a length that enables the learners to cover all the elements of a recognised activity session. The activity chosen should be for a recognised sport/activity (e.g. a sport/activity that has an NGB or recognised by Sport England). The learner also has to review their planning and leadership of a sports event. This gives them the opportunity to learn from the experience and set goals for personal improvement and development. By developing their own knowledge and skills learners will be able to run more effective and enjoyable sports activities for all groups, particularly children and young people.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO) The learner will:	Pass The assessment criteria are the pass requirements for this unit. The learner can:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Know the skills, qualities and responsibilities associated with successful sports leadership	P1 describe the skills, qualities and responsibilities associated with successful sports leadership, using two examples of successful sports leaders	M1 identify qualities and responsibilities associated with successful sports leadership in relation to a specific sport	D1 describe the roles of a range of leaders within a sporting team
2 Be able to plan and lead an activity session	P2 plan and lead a sports activity, with tutor support	M2 implement improvements in planning and leading a sports activity session	
3 Be able to review their planning and leadership of a sports activity	P3 review the planning and leading of a sports activity, identifying strengths and areas for improvement		
4 Be able to assist in the planning and leading of a sports event	P4 contribute to the planning and leading of a sports event		
5 Be able to review their planning and leadership of a sports event.	P5 review own performance whilst assisting with the planning and leading of a sports event, identifying strengths and areas for improvement.	M3 create an action plan for improving leadership of a sports event	D2 evaluate an action plan for improving leadership of a sports event

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

LO1 Know the skills, qualities and responsibilities associated with successful sports leadership

Skills: i.e. sport specific skills; leadership skills; communication skills; demonstration skills; organisational skills.

Qualities: i.e. personal skills (e.g. ability to motivate, use of a range of leadership styles, friend, motivator, planner, manager, instructor/teacher).

Responsibilities: i.e. knowledge of: rules and regulations; knowledge of participants needs; knowledge of etiquette; health and safety.

Sporting role models: (e.g. captains, managers, coaches at all levels, sports/PE teachers).

Roles of leaders within a sporting team: (e.g. manager (player selection), owner (financial leadership), team captain (motivational leadership during play), goalkeeper (organise the defence during set pieces in football), coach/trainer (leading training sessions)) NB: A range is more than two.

LO2 Be able to plan and lead an activity session

Plan: i.e. consideration of participants (e.g. age, gender, medical history); numbers attending; time, appropriate equipment; previous experience; resources; health and safety; objectives of activity; how the activity session will be organised.

Activity: i.e. warm up; development of skills (e.g. basic skills, development of skills, conditioned practices); conditioned game; cool down.

Lead: (e.g. position of leader in relation to the group, demonstration of skills - by self or someone else, responsibilities, contingency plans).

LO3 Be able to review their planning and leadership of a sports activity

Review: i.e. planning and organisation (e.g. were timings correct, was the equipment available and ready did everything go to plan, were contingency plans needed, and were the

participant's considerations taken into account); content of sessions (e.g. were all participants actively engaged, were skills developed, was there anything that didn't work and should be changed for future sessions); leadership skills (e.g. position of leader in relation to the group, demonstration of skills); were objectives achieved.

LO4 Be able to assist in the planning and leading of a sports event

Event: (e.g. school sport tournament, junior school sports day, house sports event, local sports club festival).

Plan as part of a team: i.e. roles and responsibilities of each of the team; timescale for organisation of event; decision on who the event is for; booking the facilities; contingency plans; risk assessment; health and safety; officials; catering; first aid; certificates/prizes; structure of the event.

LO5 Be able to review their planning and leadership of a sports event

Review: (e.g. ability to keep to timescale, review of own role and responsibilities, review of roles of other group members, review of areas required to plan the event, was the equipment available and ready, were all participants actively engaged)

Action plan for improvement: (e.g. adjust timings, demonstration of skills, contingency plans)

Evaluation: (e.g. appropriateness of leaders/organiser involved, appropriateness of venue)

DELIVERY GUIDANCE

LO1: As the focus of this unit is based on planning and leading sports activities learners need to understand the different ways people can lead in sport. This ranges from a Captain of a team to a professional sports coach. In this LO learners need to be taught the qualities of an effective leader. This should be related to the qualities required of the person as well as the requirements of the activity. A range of sporting activities should be observed to enable the learners to see how individuals adopt different leadership styles and are successful in their sports. These can be used as sporting role models. Observation can be done either live or by the use of video evidence. Learners can also observe PE teachers and sports coaches that are in their own centres or who coach them in afterschool/weekend activities. A class discussion could be used to establish what personal qualities a sports leader needs in order to help performers achieve their potential. Learners could work in groups and be allocated a sporting activity(ies) and could investigate which skills and responsibilities relate to that particular sporting activity. The important factor is that learners know how the different components are associated with successful sports leadership

LO2: This learning outcome enables the learner to be able to plan and lead an activity session. It is important that the tutor supports the learner throughout this process particularly if the learners leads an activity in which their peers participate as this can be a daunting experience for some learners. Tutors should encourage learners to plan an activity session for a sporting activity that they are interested in and familiar with as this will aid their delivery. The sports activity plan could be any session deemed appropriate by the teacher for the group available to work with (e.g. a circuit training session, a badminton coaching session, an aerobics class etc). They should be taught why each component is important e.g. why adapted equipment is better for younger children. Learners need to understand the reasoning behind the planning (e.g. why is there a warm up etc) to enable them to plan a meaningful session. Tutors should explain the positioning of the leader when delivering (e.g. sun in the eyes of leader not participants), they should also encourage the learner to use someone else to demonstrate a skill if they themselves are not confident in doing so.

Learners need to be taught how to deliver an effective session. They will need guidance in communication skills and how to run safe drills. Teachers could lead a session

themselves to show how this can be achieved, alternatively learners could watch PE lessons or videos of other leaders in action.

LO3: This learning outcome enables the learner to review their planning and leadership of a sporting activity. Learners should be taught how to make effective evaluations of their performances. They could evaluate the performance of other leaders either live or on video to gain experience of this. The learner needs to review, identifying strengths and areas for improvement, all phases of the planning process and delivery of the activity session. Tutors should give feedback and discuss with learners all aspects of the activity session. Learners can also obtain feedback from their peers and participants where appropriate. Having carried out an evaluation of the delivery of their session plan learners should be taught how to make suggestions on how they could improve their session in respect of the plan produced in LO2 and the session delivered in LO4.

LO4: This learning outcome enables the learner to assist in the planning and leading of a sporting event. Tutors should encourage learners to plan and lead an event for a sporting activity, if possible, that all of the 'team' are interested in and familiar with. The event plan should be deemed appropriate by the teacher for the group available to work with (e.g. a 5-a-side football tournament, a skills circuit), They should be taught the importance of planning and organising as a team. Tutors may need to advise on roles learners might need to adopt in order to ensure the event runs smoothly.

LO5: This learning outcome enables the learner to review their planning and leadership of a sports event. Learners should be taught how to make effective evaluations of their performances. The learners needs to review, identifying strengths and areas for improvement of all phases of the planning process, organisation and delivery of the sports event. Tutors should give feedback and discuss with learners all aspects of the event. Learners can also obtain feedback from their 'team' members and participants where appropriate. Having carried out an evaluation of the delivery of their session plan learners should be taught how to make suggestions on how they could improve their session.

GUIDANCE ON ASSESSING THE SUGGESTED TASKS

LO1: learners must describe the skills, qualities and responsibilities associated with successful sports leadership, using two examples of successful sports leaders. This could be evidenced in the form of a written document or a poster showing examples of different types of leadership roles with actual examples (e.g. Lewis Moody – captain, Hope Powell – England Ladies football team manager, the learner’s PE teacher).

LO2: learners must plan and lead a sports activity, with tutor support. This could be evidenced in the form of a written session plan, a DVD recording or a witness statement from the tutor.

LO3: learners must review the planning and leading of a sports activity, identifying strengths and areas for improvement. This could be evidenced by a logbook detailing strengths and identifying areas for improvement.

LO4: learners must contribute to the planning and leading of a sports event. This could be evidenced by minutes from meetings, a written session plan, a DVD recording or a witness statement from the tutor.

LO5: learners must review own performance whilst assisting with the planning and leading of a sports event, identifying strengths and areas for improvement. This could be evidenced in the form of a written report.

MAPPING WITHIN THE QUALIFICATION TO THE OTHER UNITS

Unit 1: Practical Sports

Unit 10: Technical Skills and Tactical Awareness for Sport



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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