



Sports Leaders Level 2 and 3 Curriculum Map

Aims and Rationale:

To develop confident, healthy leaders through sport and physical activity (PA).

Students will be able to:

- Experience opportunities to lead basic physical activities to younger people, their peers, and within the community in a safe and inclusive manner
- Learn and demonstrate important life skills such as effective communication, organisation, team work, problem solving, adaptability and reflection
- Develop their self-confidence, self-belief and self-management
- Achieve the Level 2 and/or Level 3 Sports Leaders Award
- Take these skills into further education, future careers and workplaces

Prior Learning:	The development of physical skills and fitness, as well as tactical, choreographic and evaluation skills through a range of physical activities/sports in KS3 and KS4 PE. The understanding of rules and tactics of these activities. Some leadership opportunities – team captain, lead warm up, umpire, etc. Level 2 Sports Leaders for those taking Level 3
Skills: What will students be able to do	Leadership, organisation, communication, team work, problem solving, self-confidence, assertiveness, adaptability, reflection and evaluative skills Assessing risk and ensuring safety Time keeping, scoring, umpiring
Other: Literacy/ Numeracy/ Ethos	Key terms of skills and rules in a range of activities Keep score, complete tournament grids, track time, distance and/or repetitions in competitions/activities Sportsmanship – including respect, maintaining effort, fairness/upholding the rules of the game, giving and receiving positive and constructive feedback
Assessment	Assessed written tasks in their booklets (Learner Evidence Records) and completing 5 hours of sports leadership volunteering for Level 2 and 14 hours for Level 3



Additional support	Students are invited to take part in all of our extra-curricular programme themselves, and are welcome to come and help lead/assist/officiate at clubs for younger years
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Level 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content : What will students know	<ul style="list-style-type: none"> ● Introduction to skills and behaviours: <ul style="list-style-type: none"> - Team work - Communication - Self-belief - Self-management - Problem solving ● What makes a good leader ● Plan and deliver a warm up activity ● Explore why skills, behaviours & teamwork are relevant in different environments and lead to success in employment ● How to teach and breakdown skills effectively and progressive practices and conditioned games. Use of key teaching points, demonstration and verbal guidance, positive and constructive feedback 	<ul style="list-style-type: none"> ● Explore team work, communication (verbal, non-verbal, use of whistle), organisation, behaviour management and motivation strategies such as praise, rewards, consequences and competition. ● Research and presentation task: about the roles and responsibilities associated of different types of leader (referee/umpire, mentor/buddy, ambassador or safety officer) and what skills and behaviours that person needs to use to carry out their role effectively ● How to officiate and implement and uphold rules ● Develop understanding of the importance of the planning cycle, using progressions and adaptations for more and less able students ● Plan for School visits x 3. Skill development - series of sessions (mini scheme of work). How to use evaluation forms etc. 	<ul style="list-style-type: none"> ● Introduction to alternative activities: <ul style="list-style-type: none"> - Playground games - Traditional sports day - Team building - Parachute games ● Plan and deliver 3x sessions in Primary school from the options above ● Safety hazards and risk assessment and how they would deal with different safety issues. ● Basic safeguarding info to prepare for going into School. 	<ul style="list-style-type: none"> ● Experience and evaluate different types of competition structure ● Plan and organise a competition ● Explore rules and officiating focusing of tennis and rounders ● Plan the House League competition ● Evaluations and all other paperwork/Learner Evidence File's completed 	<ul style="list-style-type: none"> ● Run a House League competition ● Evaluate the competition and their leadership skills 	<ul style="list-style-type: none"> ● Course completed

	<ul style="list-style-type: none"> • In pairs plan and deliver a 25 min session to the whole class - teach a skill from a specific sport, one practice and a progression of this practice and a game. • Evaluate their leadership skills and produce and action plan to progress it 					
<p>Level 3</p>	<ul style="list-style-type: none"> • Understanding the skills and behaviours a Sports Leader needs (LER) • Look at use of leadership skills and behaviours in other environments • Plan and deliver 30 min session • Self and peer evaluation – rating skills and behaviours at the start of the course and devise a Personal development plan 	<ul style="list-style-type: none"> • The effects of sport and PA on your community and wider society – focus on children strand: <ul style="list-style-type: none"> - Physiological, psychological and social benefits of taking part in sport and PA - Financial, social and medical benefits to society of people taking part in sport/PA - Psychological and social barriers to participation in community sport and physical activity - Strategies which could increase the participation levels in community sport/PA - National strategies to increase participation - Analyse the range of sport/PA provision in the community - The positive impact that sport/physical activity can have on specific participant groups and individuals 	<ul style="list-style-type: none"> • Making sport/physical activity sessions inclusive • Identify specific needs of participant groups and how to make sport/PA more inclusive for them • Focus on disability (see previous half term for breakdown) • Plan, deliver and evaluate 3-4 sessions in a SEND school 	<ul style="list-style-type: none"> • Identify specific needs for women and girls and how to make sport/PA more inclusive for them (see previous half term for breakdown) • Duty of care and safeguarding – questionnaire to gauge experience and understanding • Completing a risk assessment for a sport/activity session • Types of sports/physical activity sessions • Types of sport/physical activity events • Plan, lead and evaluate an inclusive 		<ul style="list-style-type: none"> • Event Leadership Log 5.3 (2 hours) • Leadership Log 6.2 (12 hours) – including 6 sessions, to three different groups, with witness statements (person supervising the session, other responsible adult, a parent/carer or the participant themselves) • Reflect on your development across the Sports Leaders course

		<ul style="list-style-type: none">- Analyse link between experiences of sport/PA in childhood and lifelong participation habits- Analyse link between the provision of sport/PA in a person's community and lifelong participation habits● What makes a series of sessions- Describe what progression is and give characteristics of progression in a series of sport/PA sessions- Set progressive aims for sessions● Plan, deliver and evaluate Community/primary school placement x3-4 sessions (Children focus)		sports/physical activity event	
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