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| **L3 Cambridge Technical Unit 2 Sports Coaching and Activity Leadership** | **Unit Navigator** | | | |
| In this unit you will develop a knowledge and understanding of the roles and responsibilities of coaches. How to structure a series of sports sessions, and how to select appropriate practice methods and set goals for participants. You will also deliver a progressive series of sporting sessions to younger students. The aims are as follows:  **LG1**: Knowledge  **LG2**: Application  **LG3**: Skills | | | | |
| Assessment Grades |  | | | |
| **Lesson Title.** | **Learning Goals/Outcomes/Content** |  |  |  |
| **1-2. The roles of a coach** | LG1 - To know the different types of role that coaches need to adopt.  LG2 – To apply the knowledge of different roles to understand why coaches adopt different roles in certain sports.  LG2 – To apply examples of coaches in sport adopting different roles. |  |  |  |
| **3-4. Responsibilities of a coach** | LG1 - To know the different responsibilities that coaches need to be aware of. LG2 - Apply the knowledge of responsibilities to understand why coaches in different sports take certain responsibilities into account.  LG2 – To apply examples of coaches in sport adopting different responsibilities. |  |  |  |
| **5. Different roles in the leadership of sport** | LG3 - To demonstrate an understanding of the differences in the role and responsibilities involved in teaching and delivering sport |  |  |  |
| 6-7.  **The impact of leadership style and personality of a coach** | LG1 – to know the different leadership styles and how a coach may use them.  LG1 – To know the different personality types and which type would suit coaches in different situations.  LG2 – To apply examples of coaches in sport using different leadership styles. |  |  |  |
| **8-9. Group Dynamics** | LG1 - To know what group dynamics are.  LG1 - To know the stages of group development.  LG2 – to apply knowledge of group dynamics to understand how group cohesion is developed. |  |  |  |
| **10-11. Attributes of coaches and leaders** | LG1 - To know the attributes required to be a successful coach/leader.  LG2 – To apply knowledge of attributes to explain why they are important to a coach. |  |  |  |
| **12-13. Assignment 1 completion** | LG3 – To demonstrate knowledge and understanding of the roles, responsibilities, personality, leadership styles and attributes of coaches to complete assignment 1. |  |  |  |
| **14-15. Classification of skills** | LG1 - To know the methods used for identifying strengths and weaknesses in skills, techniques and deployment of tactics.  LG1 - To know the different classification of skills and its link to types of practice. |  |  |  |
| **16-17.**  **Methods of measuring improvement** | LG1 - To know the methods of measuring improvement in skill, technique and deployment of tactics.  LG2 **–** To apply knowledge of the methods to analyse positives and negatives of each method.  LG3 – to demonstrate the ability to evaluate the use of certain methods for certain activities/groups/abilities |  |  |  |
| **18-20. Assignment 2 completion** | LG3 – to demonstrate an understanding of the classification of skills and the most suitable practice methods, and methods of measuring improvement to complete assignment 2. |  |  |  |
| **21-22. Considerations of session planning** | LG1 - To know all of the considerations that must be identified when planning a sports and activity session.  LG2 – To apply knowledge of considerations to explain why they are so important to the coach and participants |  |  |  |
| **23. Goal setting** | LG1 **–** To know what goal setting and SMART targets are.  LG2 – To apply this knowledge to explain why they are important.  LG3 – To demonstrate how they can be used in sports sessions. |  |  |  |
| **24-25. Preparing the sporting environment** | LG1- To know how to prepare equipment and the sporting environment for sports sessions. |  |  |  |
| **26-27. Risk Assessment** | LG1 - To know what a risk assessment is  LG2 – To apply knowledge to be able to assess and minimise risks before a sports session.  LG3 – To demonstrate how to complete a thorough risk assessment. |  |  |  |
| **28-29. Assignment 3 competition** | LG3 – To demonstrate knowledge of how to plan for participants needs in the completion of assignment 3 |  |  |  |
| **30-31. 3-part session planning** | LG1 – To know how to deliver a sport and activity session.  LG1 – To know how to prepare the participants for the session.  LG3 – to apply this to explain the delivery of the 3-part session to participants. |  |  |  |
| **32-33. Assignment 4 competition** | LG3 – To demonstrate understanding of topics taught in this unit to complete an end of unit test |  |  |  |
| **34. Reviewing sports session** | LG1 – To know how to review sports and activity sessions |  |  |  |
| **35-36. Assignment 5 competition** | LG3 – To demonstrate knowledge of how to review sports sessions in completion of assignment 5 |  |  |  |

**Links:**

LG1: Basic knowledge of leadership, lesson plans and how to organise sessions, contributes to other topics and units, such as how to warm up and cool down in Unit 1

LG2: Application is a vital skill at Level 3 OCR, but also in understanding how the coaching sessions need to be planned and structured to meet the needs of the participants

LG3: Evaluation and analysis skills are crucial for pupils to be able to identify errors and learn from mistake to ensure a stronger future grade