

Year 10 - OCR Sport Studies

Medium Term Plan September 2024

Half Term 1

Lesson	Substantive Knowledge	Disciplinary Knowledge	Suggested Activities	Disciplinary Literacy	Potential Misconceptions	Extending the curriculum	Suggested Reading
1 Topic Area 1: Key components of performance for individual or team activities.	Performance in two selected activities - performance of skills and techniques.	Be able to identify a variety of skills and techniques in their chosen sport.	Examples of skills and techniques may include: • Front somersault in trampolining (individual) • Backhand smash in badminton (individual/team) • Spin pass in rugby (team) • Reverse hitting in hockey (team)	Skill Technique Individual sport Team sport	Skills being perceived to be a technique. Technique being perceived to be a skill.	Ability to explore a wider variety of skills techniques with a focus on more complex skills within selected sports.	Recommended reading: Hodder J829 Cambridge National Level 1/2 Sport Studies 2nd Edition Cambridge Cambridge National Level 1/2 Sport Studies Student Handbook Cambridge Cambridge

2	Performance in two selected activities - performance of skills and techniques.	Be able to identify a wide variety of skills and techniques in their second chosen sport.	Examples of skills and techniques may include: • Front somersault in trampolining (individual) • Backhand smash in badminton (individual/team) • Spin pass in rugby (team) • Reverse hitting in hockey (team)	Skill Technique Individual sport Team sport	Skills being perceived to be a technique. Technique being perceived to be a skill.	Ability to explore a wider variety of skills techniques with a focus on more complex skills within selected sports.	National Level 1/2 Sport Studies Revision Guide and Workbook My Revision Notes Cambridge National Level 1/2 Sport Studies
3	Performance in two selected activities - performance of skills and techniques.	Research and identify an extended list of skills and techniques used in both chosen sports.	Examples of skills and techniques may include: • Front somersault in trampolining (individual) • Backhand smash in badminton (individual/team) • Spin pass in	To complete and update the logbook of participation.	Skills being perceived to be a technique. Technique being perceived to be a skill.	Ability to explore a wider variety of skills techniques with a focus on more complex skills within selected sports.	



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			rugby (team) • Reverse hitting in hockey (team)				
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4	Participating in your activities.	Appropriate use of tactics, strategies, compositional ideas and the use of creativity in performance.	Examples may include: • Tactics - using a drop shot against a baseline player in tennis • Strategies - when to bowl a bouncer in cricket, when to break away from the pack in running or cycling • Compositional ideas – acceleration and deceleration of movements in dance • Creativity - communicating a theme to an audience through	Tactics Strategies Compositional ideas Creativity	Understanding the difference between a tactic and a strategy.	Ability to perform a wider variety of skills techniques with a focus on more complex skills within selected sports. High prior attainers will be able to access Mark Band 3 and achieve a higher practical performance score.	Recommended reading: Hodder J829 Cambridge National Level 1/2 Sport Studies 2nd Edition Cambridge Cambridge National Level 1/2 Sport Studies Student Handbook Cambridge Cambridge National Level 1/2 Sport Studies Revision Guide and Workbook My Revision
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			performance of a ballet dance or feint to pass, then dribble in basketball				
5	Decision-making during performance.	Making appropriate and timely decisions.	To include decisions such as: • Shot selection from different lies in golf • Choice of pass, kick or run in rugby union	Tactics Strategies Compositional ideas Creativity	Understanding the difference between a tactic and a strategy.	Ability to perform a wider variety of skills techniques with a focus on more complex skills within selected sports. High prior attainers will be able to access Mark Band 3 and achieve a higher practical performance score.	
6	Managing and maintaining performance in individual activities.	Ability to manage and maintain own performance (individual activities only).	Continuing to perform when under pressure. Maintaining focus. To include aspects such as: • Staying	Tactics Strategies Compositional ideas Creativity	Understanding the difference between a tactic and a strategy.	Ability to perform a wider variety of skills techniques with a focus on more complex skills within selected sports. High prior attainers will be able to	



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			composed after two illegal jumps in triple jump • Managing to serve 'in' after several 'outs'			access Mark Band 3 and achieve a higher practical performance score.	
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7	Role and contribution to team activities.	Awareness of role and contribution to the team (team activities only).	Performing a specific role during a game. Adapting role in different situations. To include aspects such as: • Covering for a teammate who is out of position in football • Acting in a different role to cover someone who is in the 'sin bin' in a game of rugby	Position-specific Role Responsibility	Understanding roles for different positions	Ability to perform a wider variety of skills techniques with a focus on more complex skills within selected sports. High prior attainers will be able to access Mark Band 3 and achieve a higher practical performance score.	Recommended reading: Hodder J829 Cambridge National Level 1/2 Sport Studies 2nd Edition Cambridge Cambridge National Level 1/2 Sport Studies Student Handbook Cambridge Cambridge National Level 1/2 Sport Studies Revision Guide and
8	Strengths and	Key	To include:	Review	Understanding	Ability to	



Topic Area 2:
Applying practice methods to support improvement in a sporting activity

	weaknesses of sports performance.	components for assessing strengths and weaknesses in an activity: • Skills and techniques	• Review of strengths and weaknesses in key components for the sport, considering: - Current level of ability - Why these have been identified as strengths or weaknesses - When are these important in a chosen sporting activity - How this will have an impact during training or performance		the difference between skill and technique	perform a wider variety of skills techniques with a focus on more complex skills within selected sports. High prior attainers will be able to access Mark Band 3 and achieve a higher practical performance score.	 LIBERTY ACADEMY My Revision Notes Cambridge National Level ½ Sport Studies
9	Strengths and weaknesses of sports performance.	Key components for assessing strengths and weaknesses in an activity: • Tactics and strategies • Compositional ideas	• Tactics, strategies and compositional ideas to be used where applicable, depending on the chosen activity.	Tactics Strategies	Understanding the difference between a tactic and strategy	Ability to perform a wider variety of skills techniques with a focus on more complex skills within selected sports. High prior attainers will be able to	





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						access Mark Band 3 and achieve a higher practical performance score.	
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10	Practical performance assessment (Sport 1) - TA1.	Ability to perform a wider variety of skills techniques with a focus on more complex skills within selected sports. High prior attainers will be able to access Mark Band 3 and achieve a higher practical performance score.	Recommended reading: Hodder J829 Cambridge National Level 1/2 Sport Studies 2nd Edition Cambridge Cambridge National Level 1/2 Sport Studies Student Handbook
11	Practical performance assessment (Sport 1) - TA1.	Ability to perform a wider variety of skills techniques with a focus on more complex skills within selected	Cambridge Cambridge National Level 1/2 Sport Studies Revision Guide and Workbook



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		sports. High prior attainers will be able to access Mark Band 3 and achieve a higher practical performance score.	
12	Practical performance assessment (Sport 1) - TA1.	Ability to perform a wider variety of skills techniques with a focus on more complex skills within selected sports. High prior attainers will be able to access Mark Band 3 and achieve a higher practical performance score.	
13	Practical performance assessment (Sport 2) - TA2.	Ability to perform a wider variety of skills techniques with	Recommended reading: Hodder J829



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Practical performance assessment (Sport 2) - TA2.

Ability to perform a wider variety of skills techniques with a focus on more complex skills within selected sports. High prior attainers will be able to access Mark Band 3 and achieve a higher practical performance score.

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Practical performance assessment (Sport 2) - TA2.

Ability to perform a wider variety of skills



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techniques with a focus on more complex skills within selected sports. High prior attainers will be able to access Mark Band 3 and achieve a higher practical performance score.

16	Methods to improve performance. Students' will review their own skills performance, and their identified method(s) for improvement in two skills for one selected sporting activity (activity). They will apply these practically to a	Different types of practices and progressive drills.	To include aspects such as: • Progressive practices/drills - that show a clear increase in difficulty, dependent on the ability of the performer. This could be starting at a basic level, such as a static passing drill between two players in	Progressive	Understanding the term progressive as increasing the difficulty instead of doing more of.	Ability to explore a wider variety of skills techniques with a focus on more complex skills within selected sports. Practice methods will be able to be put in place to support these and a greater depth of detail will be evident within assignment.	Recommended reading: Hodder J829 Cambridge National Level 1/2 Sport Studies 2nd Edition Cambridge Cambridge National Level 1/2 Sport Studies Student Handbook
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	number of sessions and measure any improvement.		netball, followed by passing on the move and then introducing a defender • Different types of practice - depending on the level of the performer or the chosen activity, which could be fixed, variable, whole or part practice				
17	Methods to improve performance.	Altering the context of performance.	Altering the context – could be by playing with more or against better players	Altering Context	Understanding the various ways how you can alter the context.	Ability to explore a wider variety of skills techniques with a focus on more complex skills within selected sports. Practice methods will be able to be put in place to support these and a greater depth of detail will be evident within assignment.	



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Measuring
improvement in
performance.

Use of tools to
aid evaluation.

To include
aspects such as:

- Video analysis
- to identify
weaknesses and
how
performance
can be
improved
- Other assistive
technology - to
improve
performance,
such as
quantitative
activity trackers
- Monitoring
competition
results - over a
period of time
- Tools selected
will be
dependent on
the chosen
activity and the
ability level of
the performer

Analysis
Measuring

Understanding
how to measure
improvement of
performance.

Ability to
explore a wider
variety of skills
techniques with
a focus on more
complex skills
within selected
sports. Practice
methods will be
able to be put in
place to support
these and a
greater depth of
detail will be
evident within
assignment.



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Half Term 2

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Practical application of selected drills to improve performance in specific skills and techniques that have been identified within



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	written assignment.
20	Practical application of selected drills to improve performance in specific skills and techniques that have been identified within written assignment.
21	Practical application of selected drills to improve performance in specific skills and techniques that have been identified within written assignment.
22	Practical application of selected drills to improve performance in specific skills and techniques that have been identified within written assignment.
23	Practical application of selected drills to improve performance in specific skills and techniques that have been identified within written assignment.
24	Practical application of selected drills to improve performance in specific skills and techniques that have been identified within written assignment.
25	Practical application of selected drills to improve performance in specific skills and techniques that have been identified within written assignment.
26	Practical application of selected drills to improve performance in specific skills and techniques that have been identified within written assignment.
27	Practical application of selected drills to improve performance in specific skills and techniques that have been identified within written assignment.
28	Practical application of selected drills to improve performance in specific skills and techniques that have been identified within written assignment.
29	Practical application of selected drills to improve performance in specific skills and techniques that have been identified within



31	Ensure that log books for drills and practice are up to date with thorough detail of the training methods that have been applied throughout sessions. Include diagrams of drills.
32	Ensure that look books for participation are up to date including all levels of participation (e.g. OCR Sport Studies lessons, PE/Scholarship lessons/grassroots team/Humberside team). The higher the standard the individual has played at, the more evidence this provides for MB3 justification.
33	Complete assignment following the completion of training methods identified previously.

34	Complete assignment following the completion of training methods identified previously.
35	Complete assignment following the completion of training methods identified previously.
36	Final lesson to complete written assignment R185 Performance and Leadership in Sports Activities - TA2.

Half Term 3

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drills that staff
use when
aiming to
improve
particular skills.

40	Students to complete their emergency procedures section of their session plan that considers any emergency procedures.	Students encouraged to come to clubs to observe some of the	Recommended reading: Hodder J829 Cambridge
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at a sports club and list the different things that needed to be thought about when planning for those sessions. Think about why these are important. Show them an example of different sessions being run through video and ask them what they can see in each of them that they had to plan for.
Or:
Give a practical lesson and get them to write down what they noticed when

Supervision

Contingency
plan

[What makes a good coaching session?](#)
(3min 23sec video)
[Structure of a coaching session](#)
(6min 12 sec video)



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you were
leading the
session.
You could
demonstrate
different
sessions and
show a good
and bad
example of each
component
below (i.e. do a
session with
only 2 tennis
rackets for a
group of 20,
etc):

appropriate
venue

type

size

weather

equipment



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45	Safety considerations when planning a sports activity		Lay out the sports hall/classroom with lots of	Risk assessment	Understand safety considerations that are required	Preventing injury in sport (bbc.co.uk)	Recommended reading: Hodder J829 Cambridge
46				Corrective action			

	session		safety issues (e.g. equipment left out dangerously, water on floor, etc.) and get students to view from a safe position and discuss how to make the area safe. Or list on the board a variety of common hazards and ask students to identify them and discuss how they could reduce the risks. Give demonstrations and ask students to say if the session was run safely or not and why.	Emergency procedures Risk assessments Hazards	when running a sports activity session	How To Conduct A Risk Assessment For A Football Coaching Session (insure4sport.co.uk)	National Level 1/2 Sport Studies 2nd Edition Cambridge Cambridge National Level 1/2 Sport Studies Student Handbook Cambridge Cambridge National Level 1/2 Sport Studies Revision Guide and Workbook My Revision Notes Cambridge National Level 1/2 Sport Studies
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			Get them to compare different sessions. Students discuss how the session could be improved using the factor being identified. Give students risk assessments and ask them to discuss the corrective actions they would undertake to minimise/reduce the risk. Cover activity-specific risks: facilities equipment				
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			clothing. Give students a blank risk assessment and ask how it could be filled in using information given. Students to go to different sporting venues in school or from pictures shown and complete a risk assessment for each venue.				
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47	Safety considerations when planning a sports activity session	Coverage of safety considerations when planning a sports activity session.	Ask students to mind map what they need to consider when they plan their sports activity session. Give students	First aid Emergency Procedures	Understand safety considerations that are required when running a sports activity session Know how to	How Can Poor Coaching Cause Injuries in Youth Sports? (rookiementor.com)	Recommended reading: Hodder J829 Cambridge National Level 1/2 Sport Studies 2nd Edition
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examples of
accidents that
could happen
and discuss
what they
would do in
each instance.
Some that
would need
basic first aid
and others
where they
need to
summon help.

Answers will
cover:

checking of
equipment

basic first aid
and child
protection

emergency
procedures

what to do in

prevent, and
what to do in
case of, an
accident



			the event of an accident or other emergency, summoning qualified help.				
48	Objectives to meet the needs of the group	What an objective is.	Ask students to mind map what a sports activity session should include.	Warm up	Knowing the objectives that meet the needs of a group	The effects of the warm up and cool down process (bbc.co.uk)	Recommended reading:
49		How objectives can be designed to meet the needs of the group.	Focus on: introduction and conclusion introduce self aim of session check for injuries summary basic warm up	Cool down			Hodder J829 Cambridge National Level 1/2 Sport Studies 2nd Edition Cambridge Cambridge National Level 1/2 Sport Studies Student Handbook Cambridge Cambridge National Level 1/2 Sport Studies Revision Guide and Workbook



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and cool down
make it relevant.

Get students to think about the session they will lead and what the aim could be and how they will start it when talking to the group.
Mind map in groups what is required in a warm up and cool down. Or give the different stages of each and ask them to come up with examples of each stage that they could use.
You could practically

			demonstrate some examples and ask them to put them in the correct stage.				
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Half Term 4

Lesson	Substantive Knowledge	Disciplinary Knowledge	Suggested Activities	Disciplinary Literacy	Potential Misconceptions	Extending the curriculum	Suggested Reading
50	Objectives to meet the needs of the group		Get students to think about the sport they want to lead sessions in and a skill they could carry out. How can the skill be progressed throughout the session? How could they make different drills easier or	Skill Technique development Progression differentiation	Knowing the objectives that meet the needs of a group	Coaching Workshop: Planning and Running a Training Session (12min 40sec video)	Recommended reading: Hodder J829 Cambridge National Level 1/2 Sport Studies 2nd Edition Cambridge Cambridge National Level 1/2 Sport Studies Student Handbook Cambridge Cambridge

			harder if needed? Look at other students' examples and provide feedback if progression is occurring or not. Practically demonstrate a skill that's progressed properly and then one that is not and ask students to discuss issues that are caused by lack of appropriate progression.				
51	Organisation of a sports activity session	The various areas to consider when organising a	You could demonstrate different	Safe practice Adaptability	Understand how to organise a sports activity session	Leadership and Coaching Styles (6min 18sec)	Recommended reading: Hodder J829



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		sports activity session	aspects across different sessions and show a good and bad example of each component below: safe practice – i.e. reduce the space/ increase equipment to show them timing – be late (keep them waiting to start), do not have equipment ready, etc. adaptability – keep an easy or hard drill going too long reliability	Reliability		video)	Cambridge National Level 1/2 Sport Studies 2nd Edition Cambridge Cambridge National Level 1/2 Sport Studies Student Handbook Cambridge Cambridge National Level 1/2 Sport Studies Revision Guide and Workbook My Revision Notes Cambridge National Level 1/2 Sport Studies
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			Get students to come up with solutions: safe practice – organising the group and the activities appropriately depending on the space, number of participants and equipment being used: organisation of group/activity safe supervision (e.g. as a leader, coach) timing – being punctual and prepared for the session, considering the length of				
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52	Leading a sports activity session	How to effectively lead a sports activity session	You could demonstrate different aspects across different sessions and show a good and bad example of each component below:	Democratic	Misconceptions between the different types of leadership styles	Leadership and Coaching Styles (6min 18sec video) Coaching Workshop: Planning and Running a Training Session (12min 40sec video)	Recommended reading: Hodder J829 Cambridge National Level 1/2 Sport Studies 2nd Edition Cambridge Cambridge National Level
53				Autocratic			
54				Laissez-faire Proactive Reactive Adaptability			



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			activity-specific details: showing the skills, techniques and tactics appropriate to the needs of the participant leadership style: democratic autocratic laissez-faire delivery style: proactive reactive demonstration by leader or	Communication Verbal Non verbal Confidence Creativity			
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			participant explanation adaptability: making adjustments in an activity that isn't working addressing issues you hadn't prepared for communication: verbal non-verbal appropriate language technical terms positioning:				
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			where to stand when demonstrating enthusiasm for the activity and motivation of the group: encouragement extrinsic motivators (e.g. rewards, prizes) confidence and creativity design of activities related to the group how they demonstrate and explain				
55	Practice at the delivery of the students' planned sports activity session.						Recommended



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reading:

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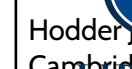
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Assessment of the delivery of the students' sports activity session (TA4).

Recommended
reading:



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		Cambridge Cambridge National Level 1/2 Sport Studies Student Handbook
		Cambridge Cambridge National Level 1/2 Sport Studies Revision Guide and Workbook
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57	Leading a sports activity session	Students have led their session.	Students lead their session. They follow the	Democratic	Misconception of the term 'adaptability'	Sport example: How to run your first coaching	Recommended reading:
58							

			plan they have produced. Make sure they are paying attention and are able to write two things they thought went well with the session and why and what could have been done differently. Feed back at the end on how well they ran the session based on the information on: Application of skills and knowledge Safe practice Communication	Laissez-faire Proactive Reactive Adaptability Communication Verbal Non verbal Confidence Creativity		session (6 to 8 year olds) (6min 01sec video)	Hodder Cambridge National Level 1/2 Sport Studies 2nd Edition Cambridge Cambridge National Level 1/2 Sport Studies Student Handbook Cambridge Cambridge National Level 1/2 Sport Studies Revision Guide and Workbook My Revision Notes Cambridge National Level ½ Sport Studies
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			Application of subject knowledge and adaptability				
			Copy of witness statement on areas being looked at. Resource cards to write feedback and do a scoring system on how they thought the session went. Repeat until all students in the cohort have led a session.				

60	Review your leadership of a sports activity session	Reviewing and analysing delivery of sports activity session	You could ask the students what they should look for	Positive	Understanding how to review a leadership session	Reviewing your coaching sessions and matches	Recommended reading: Hodder J829 Cambridge
61				Negative			



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when evaluating
the session they
have just led.

Use witness
statements of
sessions and
highlight
positive
comments in
green and
negative
comments in
red.

Ask what went
well, and what
could be
improved in the
future in the
following areas:

planning:

suitability of
activities

differentiation
for different
abilities

(footballdna.co.
uk)



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			order of activities equipment leading: appropriate amount of time motivation of participants using working space positioning for effective communication. In groups, students mind map ways that improvements could be made to each and opportunities that could be used to develop				
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			leadership skills in the future for 3 minutes then pass sheets onto the next group who will add ideas in a different colour.				
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