

Unit 4 – Taking part in sport

Guided learning hours – 30



Session No.	Learning Outcomes (The student will be able to...)	Content / Teaching & Learning Activities opportunities for Differentiation	Resources Teaching Aids	Assessment Strategies Formative & Summative (feedback)
1 - 3	<p>Be able to take part in team sports</p> <p>1.2 Take part in team sports by:</p> <ul style="list-style-type: none"> • dressing appropriately for the team sport • being a team player • following the rules of the team sport • using skills and techniques in different team sports • using sports equipment in different team sports • demonstrating safe practice 	<p>Teacher to show PowerPoint presentation</p> <p>Learners to discuss 2 team sports that they wish to do. Learners to create a list of these.</p> <p>Teacher to deliver a lesson on skills and techniques used in each game. Demonstrations and discussions given in lesson before using these in the practical element of the lesson.</p> <p>Importance of being a team player – learners to have a discussion and create a spider diagram of these.</p> <p>Learners to watch a video of their performance and will talk through when and why they have followed the rules. They can stop the video at any time and discuss their actions during the game. The learners will discuss their clothing and importance of safe practice.</p>	<p>Specific sports equipment, eg – football, netball, cricket, hockey, futsal, rugby, basketball, cones, bibs.</p> <p>Sports clothing – trainers, shin pads, goalie gloves, head guards, gum shields, elbow/knee pads etc.</p> <p>Video analysis</p> <p>Camera</p> <p>Laptop</p>	<p>Writing skills - note taking, communicating information, completion of application information.</p> <p>Reading Skills - presentations, handouts.</p> <p>Speaking, Listening & Communicating - group discussions, presentations, sharing experiences.</p> <p>Q&A</p> <p>Class discussions</p> <p>Observations</p> <p>Demonstrations</p> <p>PLTS – IE independent enquirers, TW team workers</p>

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		Learners to create a leaflet/poster on the skills and techniques that they have used during their performances (video evidence to support this)		
4 - 6	<p>Be able to take part in individual sports</p> <p>2.1 Take part in individual sports by:</p> <ul style="list-style-type: none"> • dressing appropriately for the individual sport • following the rules of the individual sport • using skills and techniques in different individual sports • using sports equipment in different individual sports • demonstrating safe practice 	<p>Teacher to show PowerPoint presentation</p> <p>Learners to discuss 2 individual sports that they wish to do. Learners to create a list of these.</p> <p>Learners to be split into 2 groups, 1 will do one of the sports and the other group do the other. They will create an information board, writing down everything they know about the sport before sharing with the other group.</p> <p>Teacher to deliver a lesson on skills and techniques used in each game. Demonstrations and discussions given in lesson before using these in the practical element of the lesson.</p> <p>Learners to watch a video of their performance and will talk through when and why they have followed the rules. They can stop the video at any time and discuss their actions during</p>	<p>Specific sports equipment – Badminton, tennis, table tennis, boxing, golf, cones)</p> <p>Sports clothing – trainers, gloves, head guards, hat, golfing shoes etc.</p> <p>Laptops</p> <p>Video analysis</p> <p>Camera</p>	<p>Writing skills - communicating information</p> <p>Speaking, Listening & Communicating - group discussions. Listening to others and teacher</p> <p>Q&A</p> <p>Group discussions</p> <p>Observations</p> <p>Demonstrations</p> <p>Peer learning</p> <p>PLTS – CT creative thinkers, IE Independent enquirers</p>

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		<p>the game. The learners will discuss their clothing and importance of safe practice.</p> <p>Learners to create a leaflet/poster on the skills and techniques that they have used during their performances (video evidence to support this)</p>		
7	<p>Be able to review own performance</p> <p>3.1 Identify own strengths when participating in sport</p> <p>3.2 Identify areas for improvement</p>	<p>Learners could achieve 3.1 and 3.2 through a one-to-one discussion with their tutor.</p> <p>Learners can use their video analysis from criteria 1 and 2 to reflect on if required. This will help them to identify what they were good at and what they need to improve on. Learners will also use past experiences when playing the sports on what they believe they are good at and what they need to improve on.</p> <p>Written evidence of this discussion must be retained for internal and external verification.</p>	<p>Discussion sheet, signed by teacher and learner</p> <p>Picture evidence</p> <p>Video analysis</p>	<p>Writing skills - note taking, communicating information</p> <p>Reading Skills - presentations, handouts.</p> <p>Speaking, Listening & Communicating - group discussions</p> <p>Q&A</p> <p>Group discussions</p> <p>Workbooks marked to meet criteria</p> <p>PLTS – IE independent enquirers, TW team workers</p>