

Unit 6 – Leading Sports Activities



SMSC and British Values

- Understanding the importance of communication and teamwork

Work Related Learning:

This unit is particularly relevant if you would like to progress into qualifications in sports coaching, elite sport or personal training

Numeracy links:

- Estimating
- Distances
- Timings

What makes the winners of the top leagues so successful? Why did the winner of the London Marathon select the tactics to run the race in that specific way? Many people would suggest that it is down to the individual performer. However, others look beyond the performer and credit the managers or coaches.

In sport it is often the performer who receives all the admiration and acclaim for their achievements. However, behind most successes there is a sports leader or coach, who masterminds the performance of the highly talented sports performer(s). It is often these leaders who make the difference.

This unit introduces you to sports leadership, enabling you to start on the ladder of leadership and coaching, through delivering components of sports sessions and whole activity sessions. You will be introduced to the basics of sports leadership and then will be required to plan, deliver and evaluate your ability to lead a sports activity session or component of a session

Learning aims

In this unit you will:

- A know the attributes associated with successful sports leadership
- B undertake the planning and leading of sports activities
- C review the planning and leading of sports activities.



Wider experiences and opportunities:

- All students will be encouraged to plan independently
- Think about their diet and hydration
- Look at a working coach relating to vocation

Key Vocabulary

Sports Leaders: For example, sports coaches, fitness instructors, school/college coaches, local club coaches, national club coaches, amateur coaches.

Attributes: Skills (communication, organisation of equipment, knowledge). Advanced skills (activity structure, target setting, use of language, evaluation). Qualities (appearance, enthusiasm, confidence). Additional qualities (leadership style, motivation, humour, personality).

Core responsibilities: (professional conduct, health and safety, equality).

Wider responsibilities (insurance, child protection, legal obligations, ethics and values, rules and regulations).

Sports activities: For example, individual sports, team sports, fitness activities.

Aims and objectives, e.g. target setting, expected outcomes.

Main component/components of activity, e.g. skill introduction, development, conditioned game, final activity.

Health and safety considerations: adhere to health and safety guidelines, and consider appropriate risk management strategies.

Risk assessment: environmental and injury prevention.

Measures of success

Coverage of planned components. Meeting set aims and objectives. Organised. Safe.

Methods, e.g. questionnaires, comment cards, observation records, direct verbal feedback.

SMARTER targets (specific, measurable, achievable, realistic, time-related, exciting, recorded).

Development plan: aims and objectives, goals, SMARTER targets, activities and opportunities.

Learning Aim A –

For learning aim A, you will be introduced to the attributes required to be a successful sports leader, giving you knowledge of the skills, qualities and responsibilities associated with success in sports leadership.

Skills

Communication
Organisation
Knowledge
Activity structure
Use of language
Evaluation

Qualities

Appearance
Enthusiasm
Confidence
Leadership style
Motivation
Humour



Learning Aim B –

You will be given the opportunity to develop your ability and knowledge of sports leadership through developing knowledge of the requirements of planning and target setting for sports performers.

Learning Aim B –

Learning aim B enables you to consider the planning and leadership requirements for delivering sports activities.

Activity: Short Tennis	Date: 12.5.14	Time: 2.55	Venue: Sports Hall
Age of participants: 14-16	Male: 14	Female: 5	Ability level: Mixed

Equipment needed: Sports Hall, Rackets, Sponge balls, Net, Posts, Hoops.

Activity	Time	Practice	Equipment	Aim of Practice
Warm-up	5m	Jogging around the Astroturf – 1 lap. Dynamic stretches – Game of cat and mouse.	Sports hall, 2 red balls, 2 blue balls.	To get the HR increased and warm up to prevent injury. Prepare the students mentally and physically. Ensure all students take part.
Skill Introduction	2m	Students are introduced to the underarm bounce serve. Balance. Timing on bounce. Accuracy and weight.	Rackets, sponge ball, net, posts	Give the students the Aim of today's lesson and demonstrate the key skills to produce an underarm serve
Skill Practice	7m	Students find a space around the Sports hall wall and practice serve against the wall. The key is to hit the ball with good pace, not too high.	Rackets, sponge balls.	To practice the key skills, focusing on the technique rather than the result.
Skill Development	8m	Service game. Hoops are placed across the net and a scoring system devised to introduce accuracy.	Rackets, sponge balls, net, posts, hoops.	The students can now practice technique and try to incorporate some accuracy.
Competitive/Game	15m	Double matches. Alternate serves regardless of who won the last point. Double	Racket, sponge balls, net, posts, hoops.	The students demonstrate their learning and the double fault rule puts the emphasis

Learning Aim C –

For learning aim C, you will evaluate your own effectiveness as a sports leader within the session you planned and delivered.

Give yourself a grade for each of the following – with a few comments to support your grade

Skill/quality	1 (poor)	2 (OK)	3 (good)	Comment
Appearance				
Communication				
Enthusiasm				

Learning Aim A –

Leadership Skills

Evaluation

A leader must be able to identify the players strengths and weaknesses. They need to be able to feedback to the players so that they know what they are doing well and also what they need to improve. Speaking to the players about both strengths and weaknesses will inspire and motivate so the player will see that the coach wants to make them a better player. The coach can film tailor any training sessions for their player to maintain strengths and improve any weaker areas. For example, if a football player is not marking closely enough allowing easy possession for the opposition. The coach will then plan a coaching session where the player can work on improving this technique on tactics.

Activity Structure

This is how a leader can put together sessions for the players and how they are going to run, e.g. warm up, game, cool down, etc. A good activity structure will motivate players to stay engaged in the session and will ensure that the session is relevant and safe with a warm-up and cool-down. The session should be structured so that there is time to work on weaknesses that have been identified (e.g. Marking in football) and that there is a clear focus for the player in this session.

Communication

This is how a leader is able to give a clear message or instructions to players. This can be used within game play and talking to other players to advise them how to advance success in their game sport. This is important because without this skill any problems cannot be solved and you may lose

Leadership Qualities

Confidence

This gives a leader the ability to stand in front of groups or crowds without any issues. This can help a team when they are under pressure because you will be able to reassure them and give them some confidence in their performance. This is important because it can help taking clearly towards a group of people without offending anyone or causing them to be angry. If a leader has to explain a skill, they need to be able to do this with confidence so that the player they are into it and don't question what they are being told. It is a confidence boost because it also helps to inspire players during matches. If the coach has a dominant body language, they will seem very confident in their team. This confidence will transfer to the players.

Enthusiasm

This is when a leader shows a strong passion for the sports activity they are participating in. This could help inspire other players to enjoy the activity and help create an enthusiastic atmosphere among the players. This is important because it will create a good atmosphere to play in and help others not to give up when things don't go to plan. Enthusiasm is the one quality that is easily lost. If a coach is enthusiastic this enthusiasm will be picked up by the players. This enthusiasm may come in the form of extra energy that may help them be successful against their opponents.

Appearance

This is how a leader presents themselves. If you are able to look the part, you are more likely to be taken seriously. This is important because teams and groups are more likely to listen to what you are saying or going to believe that you have what you are talking about. If a leader dresses for the occasion and appears

Could you become a Sports Leader?



Sports leadership is when you have someone in charge of the team. This is important because without it the team wouldn't know if there are any issues with their skills or if they need supporting.

Responsibilities of a good leader

Equality within sports is extremely important. Equality is the state of being equal in status, rights and opportunities. In terms of a leader, equality should be a goal to treat all decisions should be unbiased, and based on ability in that sport only. Race, ethnicity, age, gender or equality should not be a factor.

Rules and regulations should be followed and it's the leader's responsibility to ensure that they are. The leader should be doing it all of the rules and regulations and setting a good example to their players. The leader should know all of the relevant rules and regulations in their sport. If they encourage the players to break rules, it's cheating and will reflect badly on the team and sport.

Learning Aim C –

You will need to consider your strengths within the process of sports leadership and plans for further developing your ability as a sports leader.

Personal Development Plan

Aim: To improve my confidence and knowledge of the skills required in football

Objectives	How will you improve?	How long will it take?	How can you measure improvement?	Possible barriers?
	SMARTER	SMARTER	SMARTER	SMARTER
To improve my knowledge of the skills in football.	Attend an FA level 1 football coaching course to improve my knowledge of football techniques and how to train them. This will allow me to organise better prac.	The coaching course will last for 2 days, 9.00am – 4.00pm during the weekend. This is achievable and timed as it is only 2 days	I will get feedback from the coaches that are delivering the course to help me with my progression. If I set myself mini goals within the course then this should make the	Finding a suitable course to attend at a suitable time. Cost of the course. Travelling to the course.

