

Unit SP9: Assisting in a Sports Activity

Level: **1**

Unit type: **Sport**

Guided learning: **40**

Unit in brief

Learners will develop their skills to assist in the planning, preparing and taking part in the delivery of a sports activity.

Unit introduction

Think about the best PE teacher, coach or activity leader that you know – what is it that they do that makes their activity sessions so good? Is it their positive attitude, great organisational skills or that the sessions just seem to include everything you need? The truth is, the best activity leaders have certain skills and qualities which mean they can deliver fun, enjoyable sessions time after time.

This unit is designed to help you start developing the skills and qualities needed to become a successful sports activity leader and you will find out how to plan, prepare and assist in the delivery of a sports activity. You will get to work with your peers, take part in lots of different sports activities and explore ways to make sessions fun and enjoyable. You will also develop your skills in motivating people so that they enjoy taking part in your sessions. Your assistance in the planning and delivery of a sports activity will also give you the chance to improve your organisation, planning and leadership skills as well as your teamwork and communication skills.

This unit can support you to progress to a level 2 course or to work in coaching or training. The skills you develop in this unit will be useful in completing units in group A.

Learning aims

In this unit you will:

- A** Plan an activity for a sports session.
- B** Assist in the delivery of a sports activity showing positive attitude through communication.

Unit summary

Learning aim	Key teaching areas	Summary of required assessment evidence
<p>A Plan an activity for a sports session</p>	<ul style="list-style-type: none"> • Different types of sports activities • Needs of participants and aims of activity sessions • Factors to consider when planning and preparing activities • Assisting in delivering an activity • Qualities of a sports activity leader • How to communicate and interact with others • Positive and flexible approaches to activity leadership 	<ul style="list-style-type: none"> • Learners assist in planning and delivering a sports activity • Learners work in a team to set up, carry out and clear away a sports activity • Evidence can include signed observation record/witness statement and logs
<p>B Assist in the delivery of a sports activity showing positive attitude through communication</p>		
<p>Key teaching areas include:</p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Demonstrate how to plan sports activities • Assist in delivery of sports activities • Know the qualities of a good sports activity leader • Communicate clearly and positively to motivate participants 	<ul style="list-style-type: none"> • Types of activities • Components of a sports activity session • Qualities of a good activity leader • Skills and qualities of an activity leader • Types of equipment needed • How to motivate participants • How to make decisions about communicating • Health and safety processes 	<ul style="list-style-type: none"> • Communicate ideas and interact with others • Demonstrate a positive and flexible attitude

There are opportunities to develop functional skills in this unit:

Functional skills	
<p>English</p>	<ul style="list-style-type: none"> • Present information clearly and in appropriate language • Write, speak and listen to others • Use body language to help communication • Use communication for different purposes
<p>Mathematics</p>	<ul style="list-style-type: none"> • Add, subtract, multiply and divide whole numbers using a range of strategies • Work out areas and perimeters in practical situations

Unit content

Knowledge and sector skills

Different types of sports activities

- Sport-based activities, e.g. dribbling drills for basketball or football
- Games-based activities e.g. small-sided games such as 2v2 netball in ¼ court
- Sports day activities e.g. relays
- Cooperative games e.g. parachute games and group obstacles courses

Needs of participants and aims of activity sessions

- Fun, education and learning
- Skill development
- Age, gender and ability appropriate

Factors to consider when planning and preparing activities

- Location, timing of activity, health and safety and equipment
- Age and number of participants
- Expected outcomes for participants
- Structure of an activity plan. To include: warm up (dynamic stretching, pulse raiser and skill familiarisation), main part (technical development, skill development, tactical and/or fitness development (if appropriate) and cool down (stretching and recovery)

Assisting in delivering an activity

- Demonstration of a range of skills, qualities and responsibilities appropriate to assisting in delivering a sports activity
- Communication skills e.g. clear demonstration of skills and techniques
- Professional conduct
- Ensuring sports session plan is followed

Qualities of a sports activity leader

- Personality - confidence and ability to build positive relationships
- Motivation - taking initiative and being proactive
- Behaviour - being professional, setting an example and being a role model
- Communication - being able to listen, instruct and observe

How to communicate and interact with others

- Using motivational language and giving positive feedback
- Motivating others through showing positive attitudes e.g. giving constructive feedback when things need improving rather than just stating what is not working
- Developing listening skills

Positive and flexible approaches to activity leadership

- Dealing with situations where things don't go to plan e.g. odd numbers for an activity, not enough equipment etc.
- What to do when people don't understand

Transferable skills

- Communicate ideas and interact with others: give feedback, develop listening skills, use motivational skills and deal with situations where things don't go to plan
- Demonstrate a positive and flexible attitude: what to do when people don't understand, how to motivate others and develop listening skills.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Plan an activity for a sports session		
A.P1 Produce an outlined plan for a sports activity which meets the aims of the session	A.M1 Produce a detailed plan for a sports activity describing how it meets the aims of the session	A.D1 Produce a detailed plan for a sports activity which explains how it is effective in meeting the aims of the session
Learning aim B: Assist in the delivery of a sports activity showing positive attitude through communication		
B.P2 Assist in the delivery of a safe activity showing appropriate communication and a positive attitude	B.M2 Assist in the delivery of an effective activity showing clear communication and a helpful and positive attitude	B.D2 Assist in the delivery of an effective activity showing confident communication and a flexible and responsible attitude

Essential information for teachers

Essential information for assessment decisions

For distinction standard, learners:

- create a detailed sports activity plan that includes an explanation of how it effectively meet the aims of the session. They include key information about the age, ability and number of learners and the plan will be tailored to the participants' specific needs. Learners will show that they have considered the session's aims and outcomes by explaining the different parts of the session e.g. warm-up, skill development, cool down etc.
- show that they can make a confident contribution when planning and preparing facilities and equipment for an effective activity. Their actions contribute fully to the success of the activity and their behaviours are likely to be noted as being 'good practice' examples by the tutor.
- communicate confidently and clearly when assisting a leader during the activity and bring about effective outcomes e.g. feedback on technique informs participants how they can improve performance. Show responsible attitudes to health and safety, needs of others and perceptions of participants. Their individual input to the group effort is evident throughout set-up, assisting the leader and clearing away the activity.

For merit standard, learners:

- create a detailed sports activity plan that includes a description of how it meets the aims of the session. They include information about the age, ability and number of learners to show how the plan will meet the participants' needs. Learners will show that they have considered the session's aims and outcomes by describing the different parts of the session e.g. warmup, skill development, cool down etc.
- show that they can make an effective contribution when planning and preparing facilities and equipment for an effective activity. Their part of the session is planned without omissions, and their efforts in preparing the facilities and equipment is with minimal error or oversight.
- communicate clearly when assisting a leader during the activity and this is clear and may be connected to bringing about a desired outcome e.g. giving participants feedback about incorrect technique so that they can improve performance. Show helpful attitudes to health and safety, needs of others and perceptions of participants. Their individual input to the team effort is evident during set-up, assisting the leader and clearing away the activity.

For pass standard, learners:

- create a sports activity plan that meets the aims of the session. They include some information about the age, ability and number of learners. Learners will show that they have considered the session's aims and outcomes by outlining the different parts of the session e.g. warmup, skill development, cool down etc.
- show that they can make a contribution when planning and preparing facilities and equipment for a safe activity. Their part of the session is planned and they show some effort in preparing the facilities and equipment (though this may be inconsistent or less than what is agreed or planned).
- communicate when assisting a leader during the activity and this is appropriate and easy to understand. Show positive attitudes to health and safety, needs of others and perceptions of participants. Their individual input to the team effort may be shown during set-up, assisting the leader and clearing away the activity though this attitude may be inconsistent.

Essential resources

To complete this unit, learners will need access to a sports hall or similar space. Opportunities to observe different leaders and discuss the qualities of a good leader in a range of situations and scenarios would be helpful for developing skills in planning, preparing and assisting in a sports activity.

Tutors should offer a wide variety of opportunities to assist in the delivery of sports activities. The opportunities should allow learners to demonstrate appropriate communication skills and demonstrate qualities of an activity leader as discussed in the delivery of the unit.

Delivery guidance

The following are examples of practical activities and workshops that teachers could use when developing skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment.

Introduction to unit

Learners play small-sided games e.g. 2V2 netball or football: as they play they can adapt the rules and explore how the game develops.

Learners take it in turns to watch the group taking part in a session, learners should identify what makes up a session e.g. warm-up, skill, fun, activities, cool-down.

Suggested time: about 3 hours.

Activity: Different types of sports activities

Learners take part in a variety of activities using different equipment and spaces and discuss to explore how this might affect the planning and preparing to assist in delivery of a session.

Learners can make up their own games and activities and should be encouraged to be creative in their approach to be involved in assisting delivery of fun and enjoyable activities.

Suggested time: about 4 hours.

Activity: Needs of participants and aims of activity sessions

Learners should take part in sessions with different aims or to meet different needs e.g. fun, fitness, learning or skill-development.

They discuss in groups how the different aim affects the planning preparation and assistance of delivery.

Suggested time: about 4 hours.

Activity: Factors to consider when planning and preparing activities

Learners play mix and match games – thinking about how factors such as timings or number of participants affect an activity e.g. 2v2 football when they are 5 participants.

Learners can shadow more experienced learners in level 2 or 3 groups or even adult coaches and leaders within the institution. They can observe how they plan and prepare for activities.

Suggested time: about 8 hours.

Activity: Assisting in delivering an activity

Learners work together to create mini-sessions, making their own contributions and feeding back to peers on their assisting skills. This 360 degree process can help their preparing, planning and reflecting skills. Learners should be given as much opportunity as possible to assist at all stages (planning preparing and during delivery) through a variety of activities.

Suggested time: about 8 hours.

Activity: Qualities of a sports activity leader

Learners can look at digital media on body language, facial expressions, intonation etc. and discuss how this affects how the leader is perceived by participants.

The tutor or other learners can lead small sessions exhibiting certain positive or negative qualities and learners can guess what these are and comment on how they might affect the success of the session.

Suggested time: about 2 hours.

Activity: How to communicate and interact with others and develop positive and flexible approaches to activity leadership

Learners can make lists of positive and negative words and phrases and can agree a top list of things for activity leaders to say and do. They practice giving different types of feedback e.g. just praise, instructional, developmental etc.

Learners play games with little/no equipment or some is removed, time is changed etc. and have to respond flexibly to keep the activity going.

Suggested time: about 2 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The assignment should be practical, be set in a realistic scenario and draw on learning from the unit, including transferable skills. You will need to give learners a clear period of time and number of hours in which to complete the activity.

Suggested scenario: you are asked by the head of year 8 at a local school to run a sports activity for a group of year 8 pupils. You will deliver the session with others but you must individually plan and deliver a part or parts of the session. You will need to decide which type of sports activity to lead and what you think the year 8 pupils will enjoy. You will need to decide the aims of the activity and show how these aims will be met.

You will need to produce a plan for the activity which includes the session aims and how you will meet them. When you deliver the activity you will need to show that you can lead and use appropriate communication skills. You will also need to demonstrate a positive attitude throughout.

If a resit assessment is necessary, an alternative example must be used. The following is an example of a resit assessment activity:

On another occasion, you are asked by the head of year 4 at a local school to run a sports activity for a group of year 4 pupils. You will deliver the session with others but you must individually plan and deliver a part or parts of the session. You will need to decide which type of sports activity to lead and what you think the year 4 pupils will enjoy. You will need to decide the aims of the activity and show how these aims will be met.

You will need to produce a plan for the activity which includes the session aims and how you will meet them. When you deliver the activity you will need to show that you can lead and use appropriate communication skills. You will also need to demonstrate a positive attitude throughout.