

Component 2: Developing Sports Leadership Skills

Note: This sample is designed to provide a preview of materials that will be available to support the BTEC Tech Award qualifications. It is at an early stage of development and, while every effort has been taken to ensure the quality and accuracy of the content, it has not been through Pearson's full and final review processes.

Delivery of this component

This component should be delivered primarily through practical participation alongside some theoretical teaching.

Component 2 builds on the skills developed in Component 1 and therefore must be delivered once Component 1 has been completed. The intention for this component is to develop the students' ability to understand and practically demonstrate the requirements of a sports leader, in order to be successful in the role. The component introduces new concepts to students in the field of sports leadership, including the structure of a sports activity session and methods to improve participants' techniques in specific sports. Students will also learn about the rules of specific sports, which is required for a sports leader when taking on the role as an official while participants take part in a game situation. Students will also develop skills in the methods that can be used to reflect on their progress, in order to support their continued development in the role of sports leader.

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| Component title | Developing Sports Leadership Skills |
| Guided learning hours | 36 |
| Number of lessons | 36 |
| Duration of lessons | 1 hour |

| Lesson | Topic from specification | Suggested activities | Classroom resources |
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| Learning aim A: Develop leadership skills for a sports activity session | | | |
| Learning aim A1: Components of a sports activity session | | | |
| 1 | Components of a sports activity session | <p>Introductory activity: Students work in pairs to write a list of the components they think should be included in a sports activity session.</p> <p>Main session activities:</p> <ul style="list-style-type: none"> Students take part in a 30 minute practical sports activity session run by the teacher, to include a warm up, main activity session and cool down. Students work in pairs to make notes on the whole-group activity session that they have just taken part in. <p>Plenary activity: Facilitate a whole-class discussion inviting feedback from the group as to what they thought were the main components of the sports activity session they took part in.</p> | www.sportsleaders.org www.sportscoach.org |
| 2 | Leading the warm-up component of a sports activity: pulse raiser, mobiliser, stretches | <p>Introductory activity: Students work in small groups to consider what sorts of activities should be included in a warm up.</p> <p>Main session activities:</p> <ul style="list-style-type: none"> Students take part in a teacher-led warm-up activity – pulse raiser. In a circle, students should carry out the following activities: walking, faster walking, slow jogging, side steps, faster jogging, changing direction. Whilst jogging, call out various instructions for students to follow, e.g. touch the ground with one hand, touch the ground with two hands, sit down. Students work in small groups to determine what happened to their body | http://stretchcoach.com/articles/warm-up/ http://www.sportsinjuryclinic.net/sports-specific/warm-up-cool-down https://www.youtube.com/watch?v=Rkh8vzAMt1Q |

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| | | <p>during the pulse raiser. Follow up with a whole-group discussion to confirm the physiological response of the body to the pulse raiser.</p> <ul style="list-style-type: none"> • Students take part in a teacher-led warm-up activity – mobiliser. Students walk in a circle and begin to circle their shoulders forwards and backwards, with elbows bent. Then they move their arms in the same circle leading with the elbows and then with full arm circles. To finish, students circle the arms forwards and backwards at the same time. Facing into the circle, students perform hip rotations and neck turns to the side, forwards and down. • Students work in small groups to determine what happened to their body during the mobiliser. Follow up with a whole-group discussion to confirm the physiological response of the body to the mobiliser. • Students take part in a teacher-led warm-up activity – stretches. Still facing into the circle, and using a combination of static and dynamic stretches, students carry out movements to stretch the deltoids, biceps, triceps, erector spinae, abdominals, obliques, hip flexors, gluteus maximus, quadriceps, hamstrings and gastrocnemius. • Students work in small groups to determine what happened to their body during the stretches. Follow up with a whole-group discussion to confirm the physiological response of the body to the stretches. <p>Plenary activity: Students work individually to label a diagram of the muscular system to ensure they know the location of each of the following muscles: deltoids, biceps, triceps, erector spinae, abdominals, obliques, hip flexors, gluteus maximus, quadriceps, hamstrings, gastrocnemius.</p> | |
| 3 | <p>Leading the warm-up component of a sports activity: pulse raiser, mobiliser, stretches (sport specific)</p> | <p>Introductory activity: Ask the group to select one sport. Students work in small groups to consider how to devise a warm up specific to their chosen sport.</p> <p>Main session activities:</p> | <p>http://stretchcoach.com/articles/warm-up/</p> <p>http://www.sportsinjuryclinic.net/sports-specific/warm-up-</p> |

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| | | <ul style="list-style-type: none"> • In their small groups, students provide one suggested activity for at least one of the warm ups for their chosen sport. Teachers should lead the activity to ensure a variety of warm ups and exercises are included. • Students share the output of their small group work with the wider group. Facilitate a whole-group discussion on the suitability of the warm up for their chosen sport and how it could be improved. This feedback will inform the next activity. • Students work in three small groups. Each group should select a different sport to the one that they have already covered in the lesson and consider how they could make a warm up specific to that sport. Groups should list the activities that they are going to include and the equipment that they will need for each activity. Completed lists should be handed to the teacher. <p>Plenary activity: Students work individually to identify which activities in the warm up for their selected sport link to each specific component of a warm up.</p> | <p>cool-down https://www.youtube.com/watch?v=Rkh8vzAMt1Q</p> |
| 4 | <p>Leading the warm-up component of a sports activity: pulse raiser, mobiliser, stretches (sport specific)</p> | <p>Introductory activity: Place students in their groups from the previous lesson and distribute the activity and equipment lists that they created. Students should check that they are happy with the plans and refine any activities/equipment requirements as they see fit.</p> <p>Main session activities:</p> <ul style="list-style-type: none"> • Each small group works together to lead the rest of the class in their sports-specific warm up. • After each warm up, facilitate a whole-class discussion on which parts of the warm up worked well and which parts didn't work so well. • Repeat the process until each group has led the rest of the class in their warm up. <p>Plenary activity: Students work individually to consider the warm up activities that they used for their chosen sport and write down what they think went well and any areas that could be improved on. Facilitate a whole-group feedback session to finish.</p> | <p>http://stretchcoach.com/articles/warm-up/ http://www.sportsinjuryclinic.net/sports-specific/warm-up-cool-down https://www.youtube.com/watch?v=Rkh8vzAMt1Q</p> |
| 5 | <p>Leading the main component of a sports activity session: sports specific drills, ways to make activities</p> | <p>Introductory activity: In small groups, students consider what activities should be included in the main component of a sports activity session. One person from each group writes down the main activities and feeds back as part</p> | <p>www.coachwise.ltd.uk www.sportsleaders.org</p> |

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| | easier/more difficult | <p>of a whole-group discussion.</p> <p>Main session activities:</p> <ul style="list-style-type: none"> • Teacher demonstrates sports specific drills for a selected sport. • In small groups, students devise a different drill for the selected sport. • Students demonstrate their group drills and lead the rest of the group to take part in it. <p>Plenary activity: In small groups, students work out the ways in which they could have made their drill easier and more difficult.</p> | <p>www.sportscoach.org</p> |
| 6 | Leading the main component of a sports activity session: adapted games, ways to make activities easier/more difficult | <p>Introductory activity: In small groups, students demonstrate to the wider group their idea(s) on how to make their drill from the previous lesson either easier or more difficult.</p> <p>Main session activities:</p> <ul style="list-style-type: none"> • Teacher demonstrates a method that can be used to include key skills learned in the drill sessions in an adapted game. For example, in netball, if the drills were related to passing skills the adapted game could be that each player in the team has to have passed the ball to another player before they can score. • Students work in small groups to devise an adapted game that includes the skills they covered in their drill session from the previous lesson. • Students demonstrate their adapted game and lead the rest of the group to take part in it. <p>Plenary activity: In small groups, students work out the ways in which they could have made their adapted game easier and more difficult.</p> | <p>www.coachwise.ltd.uk</p> <p>www.sportsleaders.org</p> <p>www.sportscoach.org</p> |
| 7 | Leading the main component of a sports activity session: fitness training for specific components of fitness | <p>Introductory activity: In pairs, students are given a component of fitness and asked to recall training methods from Component 1 that can be used for that component of fitness. Facilitate a whole-group feedback session.</p> <p>Main session activities:</p> <ul style="list-style-type: none"> • Select a sport for students to explore in detail. In small groups, students devise a main activity that incorporates training methods for i) a skill-related component of fitness and ii) a physical component of fitness that is relevant for the chosen sport. • Small groups take turns to discuss their choice of training methods and | <p>www.coachwise.ltd.uk</p> <p>www.sportsleaders.org</p> <p>www.sportscoach.org</p> |

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| | | <p>how it relates to their selected sport with the rest of the class. Students should also consider how to make their training methods easier and more difficult.</p> <ul style="list-style-type: none"> Each group then takes it in turn to demonstrate to the rest of the class how their training method should be carried out. After all groups have completed their demonstrations, lead a discussion on the strengths of the training methods selected, as well as any potential areas for development. <p>Plenary activity: Students select a sport of their choice and, working individually, consider what components of fitness are required for that sport and how they can be trained in the main component of a sports activity session.</p> | |
| 8 | Leading the cool down component of a sports activity session | <p>Introductory activity: In pairs, students list the reasons why they think it is important to have a cool down in a sports activity session.</p> <p>Main session activities:</p> <ul style="list-style-type: none"> Deliver a teacher-led presentation covering the physiological responses of the body to the cool down. In pairs, students consider the types of activity that can be used to gradually decrease the intensity of an exercise before feeding back to the rest of the group. Each pair can also give a practical demonstration. Teacher gives practical demonstrations of suitable cool-down stretches that cover the main muscle groups, i.e. floor based and also including developmental stretches. In pairs, students draw diagrams to represent the range of different stretches they have carried out for the cool down. <p>Plenary activity: Students work individually to consider how they can make the activities included in a cool down specific to their own chosen sport.</p> | <p>http://www.netfit.co.uk/stretching_cool_down.htm</p> <p>http://stretchcoach.com/articles/cool-down/</p> |
| Learning aim A2: Leadership skills and qualities | | | |
| 9 | Skills of a sports leader: communication | <p>Introductory activity: In pairs, students create a mind map of the most important skills they believe a sports leader should have.</p> <p>Main session activities:</p> <ul style="list-style-type: none"> Discuss and explore each of the main skills listed in the component content with the group, drawing examples from popular sports leaders in | <p>http://www.sportscoachuk.org/blog/communication-coaching</p> <p>http://www.humankinetics.com/excerpts/excerpts/what-</p> |

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| | | <p>the media and leaders that the students have personal experience of working with.</p> <ul style="list-style-type: none"> • In pairs, students carry out an activity to demonstrate the importance of good communication. One student in each pair is blindfolded and has to navigate around a very basic obstacle course. Each pair must work together to guide the blindfolded student around the obstacle course using just their voices. • Lead a discussion in which students review how well they worked as a pair, any problems they may have encountered with communication and how they could have improved their communication with their blindfolded partner. • Working in small groups, students take turns to communicate a message to the rest of their team using non-verbal communication (e.g. charades). • Lead a discussion in which students review how well they worked as a group and any problems they may have encountered with non-verbal communication. <p>Plenary activity: Students work individually to consider the importance of listening, their own ability to listen and how they can further develop their listening skills. They should prepare a short written evaluation of their own listening skills.</p> | <p>communication-means-for-a-coach</p> <p>http://www.sportscoachuk.org/resource/research-summary-no14-communication-preferences-and-styles</p> |
| 10 | <p>Skills of a sports leader: listening, teamwork, motivational techniques, problem solving</p> | <p>Introductory activity: Students watch video clips showing people demonstrating good listening skills and poor listening skills.</p> <p>Main session activities:</p> <ul style="list-style-type: none"> • Lead a discussion on the importance of good listening skills and how to carry out active listening. • Students work in small groups to compile a list of things that motivate them to do well or to participate in activities. • Each small group feeds back to the rest of the class to share their personal motivators. Follow with a teacher-led discussion on motivational techniques, e.g. praise, goal setting, rewards and feedback. • In small groups, students take part in an engaging challenge, such as building the highest tower using spaghetti and marshmallows. The winner of the challenge should be determined by the teacher. | <p>http://danabrahams.com/blog/2014/the-listening-coach/</p> <p>http://www.wgcoaching.com/motivation-and-coaching/</p> <p>http://www.wgcoaching.com/high-performance-sport-problems/</p> <p>http://www.sportscoachuk.org/blog/develop-your-coaching-10-ways-solve-puzzles-and-mysteries</p> |

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| | | <ul style="list-style-type: none"> Lead a discussion on how each group worked as a team when completing the challenge and the importance of team work. Discuss problem solving to determine how well the team responded to the challenge they were faced with. <p>Plenary activity: Students work individually to consider how they worked in their team, including an evaluation of their strengths and areas for development. They should prepare a short written report summarising their personal evaluation.</p> | |
| 11 | Skills of a sports leader: conflict management, time management, organisation, delegation | <p>Introductory activity: Students watch a video (or videos) demonstrating how a person dealt with a conflict management situation. If possible, the video(s) should demonstrate both a successful method and an unsuccessful method of resolution.</p> <p>Main session activities:</p> <ul style="list-style-type: none"> Facilitate a whole-group discussion on conflict management and the methods that can be used to resolve conflicts. In pairs, students complete an activity sheet containing different scenarios involving types of conflict. Students decide in their pairs on the best methods for resolving each conflict, including their justification for each choice. Pairs share their ideas with the rest of the class as part of a whole-group discussion. In pairs, students consider the benefits of a sports leader having good time management skills, good organisation skills and the ability to delegate. They should also consider the problems that may occur if a sports leader does not have these skills. <p>Plenary activity: Students work individually to consider all of the skills required by a sports leader and to reflect on which ones they believe they already have and which ones they will need to develop in order to become a successful sports leader themselves.</p> | <p>http://sportsconflict.org/resolving-team-conflict/</p> <p>http://www.danielngari.com/blog/2009/05/7-time-management-lessons-from-sports/</p> |
| 12 | Qualities of a sports leader | <p>Introductory activity: In pairs, students create a mind map of the qualities they believe a sports leader should have.</p> <p>Main session activities:</p> <ul style="list-style-type: none"> Students watch a video (or videos) which shows well-known sports leaders demonstrating high and low levels of the following qualities: | <p>http://www.sportscoachuk.org/resource/skills-and-qualities-effective-coach-top-tips</p> |

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| | | <p>patience, attentiveness, approachability, firmness, fairness.</p> <ul style="list-style-type: none"> • After each clip, students discuss where the leader demonstrated good qualities and any potential areas for development. • In pairs, students consider the importance of each of the qualities covered in the clips and the implications for participants if a sports leader did not have high levels of these qualities. <p>Plenary activity: Students work individually to consider all of the qualities required by a sports leader and to reflect on which ones they believe they already have and which ones they will need to develop in order to become a successful sports leader themselves.</p> | |
| <p>Learning aim A1: Components of a sports activity session</p> <p>Learning aim A2: Leadership skills and qualities</p> | | | |
| 13 | <p>Leading the warm-up component of a sports activity</p> <p>Skills/qualities of a sports leader</p> | <p>Introductory activity: In small groups, students list the components of a warm up and some suggested activities for each.</p> <p>Main session activities:</p> <ul style="list-style-type: none"> • Divide students into small groups and ask each group to decide on a sport of their choice. Groups devise a suitable warm up for their chosen sport before taking it in turns to practise leading each part of the warm-up using the leadership skills and qualities covered in previous lessons (LA A2). Use teacher observations and peer assessment to identify and improve any areas of development for each student. • Select pairs of students to take turns leading the cool down for the session. <p>Plenary activity: Students individually reflect on the parts of the warm up session they led and consider what went well and any potential areas for development.</p> | <p>http://stretchcoach.com/articles/warm-up/</p> <p>http://www.sportsinjuryclinic.net/sports-specific/warm-up-cool-down</p> <p>https://www.youtube.com/watch?v=Rkh8vzAMt1Q</p> |
| 14 | <p>Leading the main component of a sports activity session</p> <p>Skills/qualities of a sports leader</p> | <p>Introductory activity: In small groups, students list the key requirements of a main activity in a sports session.</p> <p>Main session activities:</p> <ul style="list-style-type: none"> • Divide students into small groups and ask each group to decide on a sport of their choice, depending on the resources and equipment available. Groups devise suitable activities for the main activity of their chosen sport, | <p>www.coachwise.ltd.uk</p> <p>www.sportsleaders.org</p> <p>www.sportscoach.org</p> |

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| | | <p>which should include sports specific drills or fitness training, an adapted game and/or a full game.</p> <ul style="list-style-type: none"> • In their small groups, students practise leading each part of the main activity using the leadership skills and qualities covered in previous lessons (LA A2). Use teacher observations and peer assessment to identify and improve any areas of development for each student. • Select pairs of students to take turns leading the cool down for the session. <p>Plenary activity: Students individually reflect on the parts of the main activity they led and consider what went well and any potential areas for development.</p> | |
| 15 | Personal evaluation | <p>Introductory activity: Provide students with a check list of the content covered in Learning aim A and ask them to ‘RAG rate’ [Red/Amber/Green] each section according to their understanding and/or performance.</p> <p>Main session activities:</p> <ul style="list-style-type: none"> • Facilitate a whole-group feedback session where individual students share any areas of the content they have rated ‘red’. Lead a discussion to ensure each student with a ‘red’ RAG rating for any area of content knows what the content covers and has an overview of what the content entails. • This exercise can be repeated to some degree for the amber-rated content. <p>Plenary activity: Students reflect on the content across Learning aims A1 and A2, and consider which areas they now feel fully confident with and whether there are still any areas for development.</p> | Searching online for “Coaching evaluation form” will provide a wide range of sample forms that can be used to start students reviewing their own performance |
| 16 | Assignment 1 | <p>Introductory activity: Students note the key requirements for working on BTEC Assignments.</p> <p>Main session activities:</p> <ul style="list-style-type: none"> • Distribute the assignment brief and read out each part to students. Provide clarification where required. • Identify key dates for handing in work and discuss the importance of handing the assignment in on time. Provide an overview of the support the teacher can and cannot provide once the assignment has been handed out. | |

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| | | <ul style="list-style-type: none">• Students work individually to write an action plan for how they are going to address each task in Assignment 1.• Students work individually to start the tasks in Assignment 1. | |
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