



The Sutton Academy

# Knowledge Rich Curriculum Plan

BTEC Level 3 Extended Certificate in Sport – Unit 4 Sports Leadership

Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Assessment
<b>Learning aim A: Understand the roles, qualities and characteristics of an effective sports leader</b>				
<b>A1 Different leadership roles</b>	<ul style="list-style-type: none"> <li>Roles required in sport and exercise activities or environments:               <ul style="list-style-type: none"> <li>o activity leader, coach, teacher, instructor, trainer, manager, official, table official, team manager, score keeper, first aider, health and safety officer, risk assessor.</li> </ul> </li> <li>Job descriptors of each role:               <ul style="list-style-type: none"> <li>o for example, for an activity leader – during activities, ensure rules and regulations are correctly implemented and adhered to so that games and competitions are fair.</li> </ul> </li> </ul>	Adhered Implemented	Students will be aware of roles within the sporting industry through their own experience within sport and having covered some of the content in the previous sports studies.	Assignment 1 – Investigating appropriate leadership strategies.
<b>A2 Skills, qualities, characteristics and application</b>	<p>Key skills of leaders in sport:</p> <ul style="list-style-type: none"> <li>o rapport building, confidence, vocal, good communication, authoritative, provide good feedback, motivator, goal setter, collaborator, uses strategies and tactics well, engaging, fearless, forgiving, patient, organised, good listener, good demonstrator.</li> </ul> <p>• Key qualities of leaders in sport:</p> <ul style="list-style-type: none"> <li>o knowledge of sports skills, knowledge of rules and laws, understanding the mental needs of participants, understanding the physical needs of participants, good communication, high confidence, positive, empathy.</li> </ul> <p>• Key characteristics of leaders in sport:</p> <ul style="list-style-type: none"> <li>o committed, patient, driven, goal orientated, empowering, objective, persistent, forgiving, attentive, approachable, consistent, firm, fair.</li> </ul> <p>• Application of skills, qualities and characteristics in different roles:</p> <ul style="list-style-type: none"> <li>o captain – can read the game well, confident, inspires, knowledge of the rules, lead by example, motivates, passionate, praises others, skilful, team mates, uses strategies and tactics well, vocal</li> <li>o coach – analysis, delivery, demonstration, feedback, organisation, observation, questioning, rapport building, safety</li> <li>o official – authoritative, common sense, communication, consistent, courageous, judgement, knowledge of rules, timekeeper</li> <li>o teacher – accountable, adaptable, caring, creative, dedicated, determined, engaging, fearless, forgiving, generous, inspirational, joyful, organised, passionate, patient, resilient, resourceful</li> <li>o personal trainer/instructor – adapting, commitment, communication, energy, friendly, knowledge, listening skills, motivator, organisation, outgoing.</li> </ul> <p>• Effective use of the skills, qualities and characteristics of a leader.</p> <p>• Leads by example, is ethical, has integrity and potential, has a good sense of humour, is confident, is committed, inspires others, is not afraid to make decisions.</p>	Authoritative Collaborator Rapport Empathy Empowering Ethical Integrity	<p>Students will have a wide experience of having been lead by various sports leaders and seeing them in the sports they follow live or on tv.</p> <p>They will also have had experience of leading younger students as part of their Level 2 students and leadership experiences in PE lessons.</p>	Assignment 1 – Investigating appropriate leadership strategies.

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<b>A3 Importance and effective use of skills, qualities and characteristics when leading</b>	Importance of different leadership roles in sport, for example: <ul style="list-style-type: none"> <li>• to help athletes develop their full potential</li> <li>• responsible for creating the right conditions for improvements to take place</li> <li>• to educate participants and develop their knowledge and understanding of sport</li> <li>• to maintain order and ensure all rules and regulations are implemented effectively</li> <li>• to enthuse and motivate individuals and teams, ensuring that the team is heard</li> <li>• to help an individual or group of people to achieve their fitness goals.</li> </ul>	Potential Regulations	Students will have a wide experience of having been lead by various sports leaders and seeing them in the sports they follow live or on tv.  They will also have had experience of leading younger students as part of their Level 2 students and leadership experiences in PE lessons.	<b>Assignment 1 –</b> Investigating appropriate leadership strategies.
<b>Learning aim B: Examine the importance of psychological factors and their link with effective leadership</b>				
<b>B1 Psychological factors that could impact on leadership</b>	External psychological factors could include: <ul style="list-style-type: none"> <li>o group/team cohesion</li> <li>o social loafing</li> <li>o the Ringelmann effect</li> <li>o personalities</li> <li>o confidence</li> <li>o motivation</li> <li>o anxiety and arousal.</li> </ul> Internal psychological factors could include: <ul style="list-style-type: none"> <li>o attribution theory; self-confidence</li> <li>o self-esteem</li> <li>o past experiences</li> <li>o the self-serving bias</li> <li>o behaviour: accidental versus intentional behaviour.</li> </ul> Importance of psychological factors: <ul style="list-style-type: none"> <li>o safety</li> <li>o environment</li> <li>o goal/outcome</li> <li>o participant interaction</li> </ul>	Cohesion Social loafing Anxiety Arousal Attribution Self-serving	Students will have some knowledge in this area from their level 2 students. They will have the experiences and knowledge of their own sporting experiences so will be able to relate theories to this.	<b>Assignment 1 –</b> Investigating appropriate leadership strategies.
<b>B2 Leadership and psychological factors</b>	Learners are required to show clear knowledge and understanding of what effective leadership looks like and what forms this can take. <ul style="list-style-type: none"> <li>• Leadership theories/forms: <ul style="list-style-type: none"> <li>o situational leadership</li> <li>o transformational leadership</li> <li>o transactional leadership.</li> </ul> </li> <li>• Leadership can include: <ul style="list-style-type: none"> <li>o strong relationship building</li> <li>o clear vision</li> <li>o positive and assertive personal image</li> <li>o positive attitude to and learning from failure</li> <li>o planning, organising and setting clear objectives</li> <li>o decision making</li> </ul> </li> </ul>	Situational Transformational Transactional	Students will have some knowledge in this area from their level 2 students. They will have the experiences and knowledge of their own sporting experiences so will be able to relate theories to this.	<b>Assignment 1 –</b> Investigating appropriate leadership strategies.

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<b>Learning aim C: Explore an effective leadership style when leading a team during sport and exercise activities</b>				
<b>C1 Expectations of leadership</b>	<ul style="list-style-type: none"> <li>Effective leadership roles could encompass:               <ul style="list-style-type: none"> <li>o the confidence to lead an individual or group/team to improve and succeed in achieving a common goal</li> <li>o the ability to control and educate an individual or a team to reach a goal</li> <li>o the knowledge to develop the skills, techniques and tactical understanding of an individual or team effectively</li> <li>o the ability to share an individual's or team's goals and motivate them to achieve their full potential</li> <li>o the ability to create an inspiring event and lead by example</li> <li>o the ability to empower, inspire and energise people.</li> </ul> </li> <li>Expectations of effective leadership in a team:               <ul style="list-style-type: none"> <li>o communicate effectively</li> <li>o work as a team</li> <li>o help each other</li> <li>o confident</li> <li>o fair to all participants</li> <li>o fair to other team members</li> <li>o optimistic</li> <li>o trustworthy</li> <li>o employ rules and regulations successfully</li> <li>o keep scores accurate</li> <li>o show good knowledge</li> <li>o patient</li> <li>o show passion for the activity.</li> </ul> </li> </ul>		<p>Students will have previous experience of different leadership styles through PE lessons and their own sporting participation.</p> <p>They will also have experience of leadership styles through their own leading in PE lessons through KS3 &amp; 4 and during the Sports Leaders Award.</p>	Assignment 2 – Applying appropriate leadership strategies
<b>C2 Practical skills required for different leadership styles</b>	<p>Practical skills:</p> <ul style="list-style-type: none"> <li>o transactional – focuses on supervision, organisation and group performance</li> <li>o transformational – identifies where change is needed and creates vision through inspiration</li> <li>o situational – there is no best style of leadership, effective leadership is task relevant and can change.</li> </ul> <p>• Types of effective leadership styles, including:</p> <ul style="list-style-type: none"> <li>o autocratic – sole decision maker, focuses on completing goals, ignores opinions of others, dictates tasks</li> <li>o democratic – shares responsibilities, collaborates when making decisions, is a concerned coach</li> <li>o laissez-faire – hands-off approach, turns control over to players, players make the decisions, leads to the lowest productivity and improvement</li> <li>o transformational – inspires others to go further than what they are capable of</li> <li>o paternalistic – the leader adopts a position of absolute authority, cares for and understands the players, acts</li> </ul>	Autocratic Democratic Laissez-faire Transformational Paternalistic	<p>Students will have previous experience of different leadership styles through PE lessons and their own sporting participation.</p> <p>They will also have experience of leadership styles through their own leading in PE lessons through KS3 &amp; 4 and during the Sports Leaders Award.</p>	Assignment 2 – Applying appropriate leadership strategies
<b>C3 Leading a sport and exercise activity</b>	<p>Identification of aims and objectives.</p> <ul style="list-style-type: none"> <li>• Identification of SMARTER (specific, measurable, achievable, realistic, time-related, exciting OR evaluated, recorded OR reviewed) targets.</li> <li>• Identification of designated leadership role.</li> <li>• Ideal effective leadership.</li> </ul>		<p>Students will have had experience of planning sessions from the Sports Leaders Award.</p>	Assignment 2 – Applying appropriate leadership strategies

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	<ul style="list-style-type: none"> <li>• Ideal leadership style.</li> </ul>			
<b>C4 Effectiveness and impact of leadership on a sport and exercise activity</b>	Against aims and objectives in plan. <ul style="list-style-type: none"> <li>• Against SMARTER targets.</li> <li>• Strengths and areas for improvement.</li> <li>• Effective leadership.</li> <li>• Against other style leadership.</li> <li>• Suggestions for future improvement with a clear action plan.</li> </ul>		Students have had experience of reviewing their own performance through their level 2 studies.	Assignment 2 – Applying appropriate leadership strategies