

Year 7-9	Intent
	<ul style="list-style-type: none"> • To deliver lessons that cover a variety for sports to cater for all student interests. • Lessons delivered at different times of the year based on seasonal factors/ weather/space/staffing. • The priority is to keep students active and engaged. • Opportunities for leadership during warm-up and game related activities (strategies/tactics)

Jan - Feb	Overview
	<ul style="list-style-type: none"> • Students will follow the 'Sports Education Model' for this half term <p>Y 2 Girls groups – Football & Netball (4 mixed ability teams on each activity)</p> <p>Y 2 Boys groups – Football & Basketball (4 mixed ability teams on each activity)</p> <p>G – 3 mixed gender groups – Football, Rugby, Basketball (4 mixed teams on each activity)</p> <p>5 lessons then swap activities (over the 2-week timetable)</p> <p>Lesson 1 – Intro, teams to sort roles for each week (see below)</p> <p>Lesson 2 – Focus on Passing</p> <p>Lesson 3 – Focus on Dribbling</p> <p>Lesson 4 – Focus on Shooting</p> <p>Lesson 5 – Tournament</p> <p style="text-align: center;">What is Sport Education?</p> <p>Sport Education seeks to make sport experiences in physical education more real for ALL students</p> <p>Goal</p> <p>Its central goals are to teach you to be competent, literate, and enthusiastic sports people.</p>

What is a competent sportsperson?

Someone who

- has sufficient skills to participate in games, and
- can understand and use strategies appropriate to the game.

What is a literate sportsperson?

Someone who

- can understand and value the rules, rituals, and traditions of sports,
- can distinguish between good and bad sport practices, and
- is a more able participant and knowledgeable fan or spectator.

What is an enthusiastic sportsperson?

Someone who

- can participate and help maintain a positive and healthy sports culture within class, the school, and the community, and
- can become involved in sport and promote it within the community.

How Sport Education Differs from Sport

- Demands full participation by ALL students (Small sided teams, no elimination tournaments, and culminating events for all students)
- Uses modified games to allow success for ALL students (Game is modified for increased success for ALL students, no full sided “official” games with adult rules. It’s appropriate for all pupils not just the high-skilled ones)
- You learn to perform roles other than that of a player. (All students experience all roles; they learn to be coaches, referees, trainers, safety officials, scorekeepers, managers, publicists, and broadcasters)

Organisation

- Team selection and organisation – agree roles (in first week)
- Teams register and warm up themselves
- Teacher leads modified game which pupils play/practice
- Ask for pupils to devise own practices (teacher facilitate or set as homework for future sessions) to develop tactical understanding /movement /passing technique etc...
- Return to modified game and compete against other teams in a conditioned tournament. (Duty team to officiate and return score sheets)
- Teams to lead own cool down and evaluate their performance. What skill/tactical idea do they need to focus on? Teacher may need to help identify this and then set homework of researching/finding learning activity which will help to develop this aspect in the next session?

SPORT EDUCATION POINTS SYSTEM

Roles and guide for points (all roles are marked out of 10):

1. Manager Setting high standards throughout the team. Reports any issues to the teacher.
2. Warm up Coach. Will be awarded for quality of the warm-up including a plan. Relevance to skill going to be covered in lesson. Intensity and cooperation amongst team.
3. Skills Coach Awarded for quality of activity, including a plan. Clear coaching points. Progression of activity.
4. Equipment manager Collecting equipment sensibly and ensuring that the area is safe to work in.
5. Behaviour Manager. Maintains good behaviour standards for his/her team. Sportsmanship during games.
6. Player Role. Maintains co-operation of team during games. May have to fill in another role if student is absent from the lesson.

Points deducted for:

- Negative behaviour (Talking whilst teacher/peers are talking etc).
- Manager not leading by example.
- Trainer not preparing a warm up (if trainer does not have a warm up then teacher will provide one - 0 points for warm up but points can be gained for delivery of teachers warm up and engagement from team mates).
- Anyone other than the equipment manager entering the store room.
- Unsporting behaviour

*TEACHER MAY AWARD/DEDUCT POINTS FOR ACTIONS NOT LISTED ABOVE. Use table below to allocate points.

Score out of 10 for each (teacher to add notes to help explain scores to students)

Team 1	Team 2	Team 3	Team 4
<i>Manager</i>	<i>Manager</i>	<i>Manager</i>	<i>Manager</i>
<i>Warm Up Coach</i>	<i>Warm Up Coach</i>	<i>Warm Up Coach</i>	<i>Warm Up Coach</i>
<i>Skill Coach</i>	<i>Skill Coach</i>	<i>Skill Coach</i>	<i>Skill Coach</i>
<i>Equipment Manager</i>	<i>Equipment Manager</i>	<i>Equipment Manager</i>	<i>Equipment Manager</i>
<i>Behaviour Manager</i>	<i>Behaviour Manager</i>	<i>Behaviour Manager</i>	<i>Behaviour Manager</i>
<i>Player Roles</i>	<i>Player Roles</i>	<i>Player Roles</i>	<i>Player Roles</i>
<i>Match Points</i>	<i>Match Points</i>	<i>Match Points</i>	<i>Match Points</i>
TOTAL	TOTAL	TOTAL	TOTAL