**Unit / Project Overview**

|  |  |  |
| --- | --- | --- |
| **Curriculum Area / Skills**  KS 4- Biology.  *Key academic focus*: Communication and teamwork skills.  *Key literacy focus*: Presenting a portfolio of work place skills incorporated into ‘Coaching in Sport’  **Learning Outcomes :**  *Lessons 1&2:*  Students identify what ‘good’ and ‘bad’ coaching looks like and how good coaches can motivate and inspire  *Lessons 3:*  Students build on developing workplace skills through identifying how these skills can be incorporated in to a ‘sport coaching session’ and then transferred into industry  *Lessons 4:*  All years I can explain the basic principles of coaching and can clearly outline my intention of how I can incorporate these skills into Sports Coaching and work  Challenge**:** I can evaluate my initial coaching session to the rest of the group and how I could improve  *Lessons 5:*  Students assess each other’s coaching using WWW EBI strategies  Challenge **:** I can deliver a coaching session and develop my communication and team-working skills in order for students to understand and apply to ‘real life’ work and industry | | **Subject / Course:**  **Teacher:** Sam Cheema and Charlie Allis  **Class/Year group**:  Mixed ability age range from Years 7-9. Working academic ability within each class varies widely from Year 3- 6 in the main. One student in the group has a working academic ability of around year 8 and will be targeted with additional challenge questions and differentiate tasks  **Number of Students**: 16  **Start date:** January 2020  **Length of project** 4-6 weeks.  **Additional Info** These resources are designed to work with students who have an interest in Sports Coaching and can identify how these skills are transferable in to industry and further education |
| **Driving Question:**  Can workplace skills be developed and transferred to industry from delivering sports coaching sessions | | |
| **How can the learning from the employer visit be applied to the project idea?**  Key idea developed from sessions delivered in PE and two theory lessons. Students visited Sunderland University to attend Sports Coaching seminars, and then go into students being assessed in their practical sessions. Students had the opportunity to see different skills (such as communication, teamwork, problem solving, adapting).  Students then listened to feedback from myself and the head of sports coaching at Sunderland University. | | |
| **Which Stakeholders could help deliver the project?** | **Foreseen Challenges / solutions?**  Pupil engagement in the comparatively complex topic (in their perception) over an extended period. Solution: 3 discreet mini topics targeting three key skill areas- underpinning knowledge, practical coaching and development and deployment of these skills in a ‘professional environment’ and extended writing.  Pupil connection to topic- students are able to ‘tangible/real’ for pupils.  The potential perceived complexity of coaching work- significant differentiation of topic and activities relative to ability (roles delegated in teams by team ‘lead’). | |
| **Draft activity timeline (specific delivery times / flexibility)**  Pre-activities launch event/ hook: All students to visit Sunderland University and access the Sports Coaching facilities then attend lectures and seminars.    Lessons 1&2: Good coaching? What does it look like and what skills are needed?  Pupils to define coaching and explore the how to ‘get the best’ out of individuals. Pupils to observe SC delivering a ‘bad’ session, identifying WWW and EBI.    Lessons 3: Which skills in coaching can be transferred to industry and work? Pupils to investigate skills identified in previous lesson and explain how they are transferable to work. Pupils to conduct back to back sessions on each other, delivering warm ups and drills (peer teaching). Pupils to discuss and categories the positive and negatives of using these skills.    Lessons 4: Students put into groups and given a topic to plan to deliver- they are put into groups of 2/3 and given chance to delegate roles (warm up, drills, Q&A lead etc.)    Lessons 5&6: Students deliver ‘lessons’ to each other, highlighting how they are using skills that can be transferred to industry, what they can achieve by developing these skills and looking at specific roles these skills can be applied to. | | |
| **Products / outputs?**  Students will deliver recorded coaching sessions to each other.  Students will produce a portfolio of work, looking at how they have planned, developed and delivered a session to their peers, identifying how they have used specific work-place skills. | | **How will you celebrate, showcase learning with wider stakeholders?**     Collapsed timetable careers fair morning showing other staff, parents and key stakeholders the outcome of the learning project (hopefully to be support by Sunderland Uni ambassadors) |
| **How will the work be assessed? How will you measure the impact, what are the success criteria?**   * The work will be assessed against differentiated learning objectives both through summative and formative assessment throughout by the teacher. * A range of differentiated success criteria for making the portfolios will be shared with the students to inform their writing. | | **Differentiation**  A wide range of differentiated task throughout (see lessons to follow) including but not limited to:  Differentiated learning outcomes/ task that is ability appropriate within groups.  Regular summative feedback given during lessons from teachers.  Writing/ portfolio frames  Roleplay/modelling to support social roles within each group.  Differentiated success criteria |
|  Is the idea clear to communicate with potential partners?   Has a timeline been drafted?   Have outcomes and evaluation process been agreed?   Have key contacts agreed a communication strategy? | | **Key Contact details:** |