

# Introduction to Unit 1

## Organisation and delivery

This unit is divided into three main themes. The first theme gives opportunities for discussion and activities about organising, planning and evaluating sessions. The second theme offers practice in delivery through verbal communication skills. The third theme concentrates on written communication.

Sports leadership – Unit 1: Organisation and delivery							
Theme Page ref.	Level	Speaking and listening	Reading	Writing	Number	Measures and shape	Handling data
Planning SL 1:1–5	E1–E2	SLlr/E2.1, 2, 6; SLc/E2.4; SLd/E2.1, 2	Rt/E2.1			MSS1/E2.3	
	E3–L1	SLc/E3.3, 4; SLd/E3.1, 2, 3	Rt/L1.3	Ws/E3.3; Wt/E3.2		MSS1/E3.3	
Verbal communication SL 1:6–11	E1–E2	SLd/E1.1; SLlr/E2.2, 3; SLc/E2.1, 3; SLd/E2.1, 2					
	E3–L1	SLlr/E3.1, 2, 4; SLc/E3.1, 3; SLlr/L1.3; SLc/L1.3; SLd/L1.1	Rt/E3.9				HD1/E3.1
Written communication SL 1:12–15	E1–E2	SLd/E2.1, 2	Rt/E2.2, 3, 4				
	E3–L1	SLlr/E3.2; SLd/E3.2	Rt/E3.2, 4, 6, 7, 9	Ws/E3.1, 2, 4; Wt/E3.1, 2, 4; Ww/E3.1, 3			

## PAGE 1:1

## Session planning

**Vocabulary**

interruption, respect, expression, sequence, intensity, load, motivation

**Resources**

Clock or stopwatch

Sports leaders need to be able to plan sessions of activities and communicate those plans effectively. This page discusses the things leaders need to consider when planning a sports session and concentrates on the literacy skills of speaking and listening in a group.

**Warm up**

**Speak and listen:** Ask learners to work in pairs: one is the talker and the other the listener. Explain that you will time one/two minutes. The talker must speak for one/two minutes without interruption from the listener, describing a sporting event they have been to or seen on television. After the time, ask the listener to recount what the talker said. Then swap roles. Discuss the speaking-and-listening exercise. *How well did you listen? What makes a good listener?* (e.g. making eye contact, nodding head, not yawning or looking bored). Identify what a speaker can do to make listening easier (e.g. speaking clearly, interesting content, facial expression, varied tones of voice).

**Main task**

**Communicate clearly:** Look at the activities on the learner page together. Ask learners to work in pairs. *What do you need to think about when planning a session?* From the clues in the pictures, help learners to identify the main principles of planning a session: choice of exercise, order/sequence of exercises, length of working periods, layout/organisation, measuring improvement, how to increase the intensity/load, motivation. Support learners to interpret the clues in the pictures. *What is the sports leader saying?* Discuss as a group and agree on the main

principles for planning a session. Encourage learners to contribute to the discussion and respect the role-taking rights of others. Highlight the good speaking and listening skills talked about in the warm up (e.g. 'That was an interesting point you made'; 'You made that point very clearly'; 'I could really see you were listening because of your response.').

- **Support:** List the main points of the discussion on a flipchart or board for learners to follow the gist. Encourage contributions from less confident speakers.
- **Extension:** Discuss how well the group managed the discussion. Did people take turns and respond constructively to each other? Was everyone able to contribute to the discussion? Were people speaking and listening well?
- **ESOL:** Before discussion, give examples, using key phrases: 'you need to ...', 'you need to make sure ...', 'when you want to ...'. Help learners to understand the difference between 'you need to ...' (it's necessary), 'you should ...' (it's important) and 'you can ...' (if you like). Encourage learners to use self-access grammar books to work on these verbs.

**Cool down**

Ask learners to sit in a circle. Explain that they are to describe how to do a sit up but each learner contributes only one word at a time. So one learner might start with the word 'First', the second could add 'you'; the third 'have' and so on. Continue around the circle with each learner contributing one word at a time until the explanation is finished.

Warm up	Main task
SLlr/E2.1, 2; SLd/E2.1, 2	SLd/E3.1, 2, 3

# Session planning



## PAGE 1:2

## Session timing

**Vocabulary**

months of the year, morning, afternoon, evening, days of the week, hours, minutes

**Resources**

Analogue clock, Time cards from the Source material (0:01)

When planning and delivering a session, sports leaders need to consider timing. This page focuses on telling the time with analogue and digital clocks and dividing sessions into balanced blocks of time.

**Warm up**

**Time discussion:** Start a discussion about timing and sport. *Does time matter for sport? Do certain sporting events happen at particular times of the year? What times in the day are popular for sport? Is sport played more on weekends or during the week?*

Introduce as much time vocabulary as possible: months, days and times of the day. Write these words on the board to reinforce them.

**Main task**

**Reading time:** Discuss the importance of keeping to time when planning a session. Talk about the balance of timing during the session. *Would a warm up last as long as a main activity? What is a good balance of activities in a session? Review telling the time; point out the five-minute steps to 60, half and quarter hours. How many minutes in quarter/half an hour? When is am/pm? Look at the learner page together. Ask learners to put the four session pictures in order according to the times on the clocks. What time does the session start? What activity comes first? Check the order by comparing the activities with the Session planner. Ask learners to write in the digital times in the first column on the Session planner. Discuss timing for sessions. Roughly how long would a warm up for an hour's session be? How long would the leader need to leave for a cool down? Does this depend on the main activity in the session? How long will it take to get people into groups?*

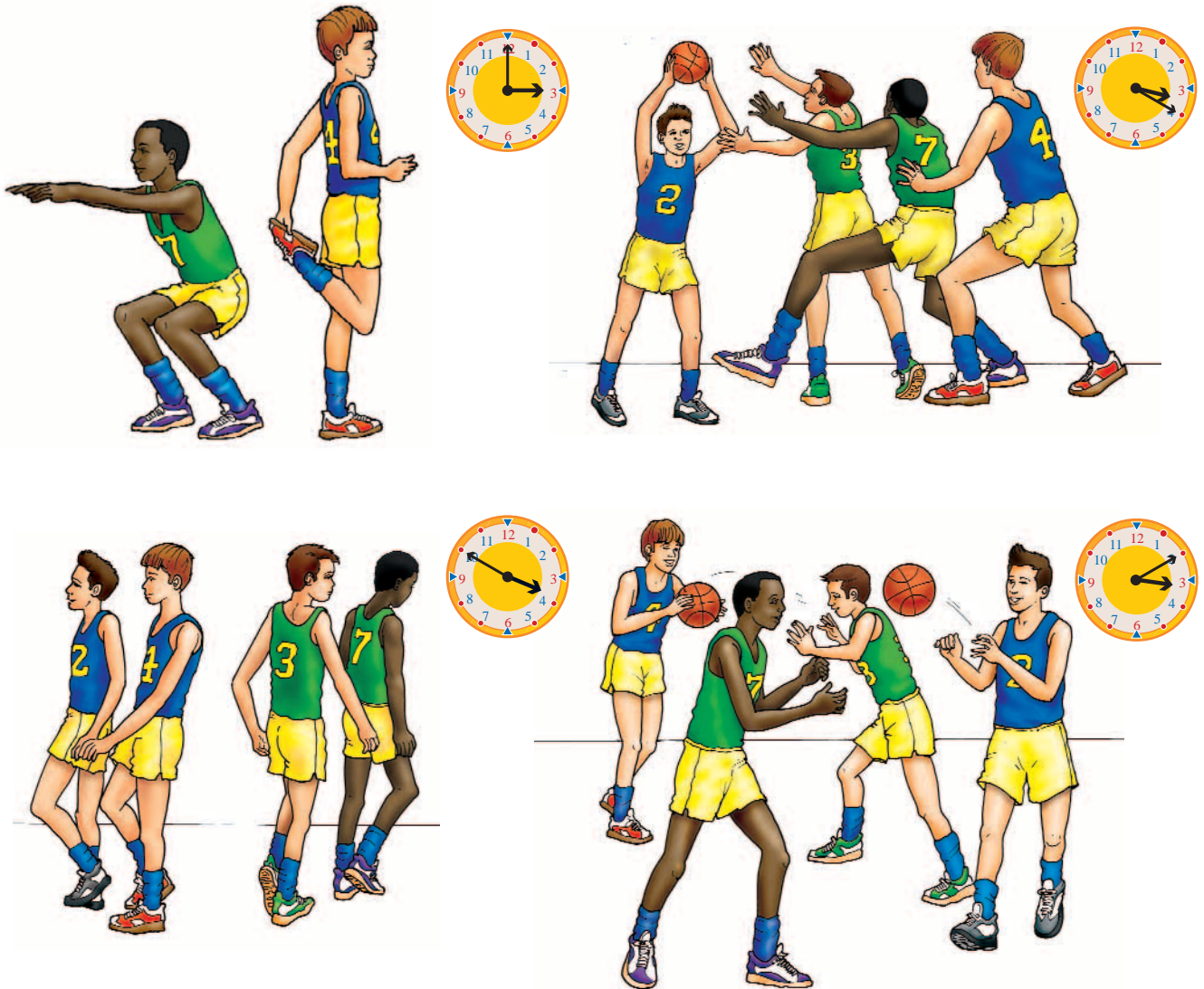
- **Support:** Use the Time cards from the Source material. Work from learners' knowledge and times they already know. Mix up the cards and ask learners to match the analogue clocks to the times. Help learners identify the hour and minute numbers.
- **Extension:** Pose questions based on the Session planner that require learners to calculate time (e.g. *The session was delayed so you couldn't start until 3:10. How will you change the timings so you still finish by 4 pm? You need to finish at 3:45. How will you adjust the times?*).
- **ESOL:** Check that learners can say times (e.g. 'twenty-five past one'). Work on prepositions that indicate a subtle change of meaning (e.g. 'at 3 o'clock'; 'by 3 o'clock'; 'until 3 o'clock'; 'from 3 o'clock to 4 o'clock'). Work on phrases to express length of time (e.g. 'it takes ten minutes', 'it lasts half an hour').

**Cool down**

Evaluate the session. *Did we finish on time? What time do we normally start? When do we normally finish? Do we meet at the same time/same day of the week? Ask learners how they are with timing. Do your sessions normally run over or do they not last long enough? What do you do if you finish too early? Collect suggestions from learners on how to keep track of time. Should the leader wear a watch? If you don't, how can you keep track of time? Can you position yourself to face the clock in the hall? What about on the playing fields? List learners' suggestions.*

Warm up	Main task
MSS1/E2.3; SLd/E2.1, 2	MSS1/E3.3

# Session timing



## Session planner: Basketball – ball control and passing

Date – 20/7/05      Time: 1 hour      Group B      Number: 20      Gender: mixed

Session time: 3 pm

Timing		Activity	Organisation	Time
:	warm up	stretches, laps, tag	individual and with partner (tag)	10 mins
:	skill development	ball control and passing	in pairs	10 mins
:	group game	2-a-side, keeping ball, no goals	in fours	30 mins
:	concluding activity	walking in different directions, dead fish	individuals	10 mins

## PAGE 1:3

## Observation

**Vocabulary**

observe, report, commentary

**Resources**

Sequence cards from the Source material (0:02), short (5 min) video of a sports match

Sports leaders need to be observant when watching and taking sessions. They need to observe what is happening around them and notice how players respond to instructions as well as to the game situation. On this page leaders are asked to observe, practise and describe what they see in a match simulation.

**Warm up**

**Trace events:** Copy and cut up the Sequence cards from the Source material. Muddle up the cards and ask learners to put them in order. Once learners are familiar with the cards, mix the two sets together and play Kim's game: lay out all the cards on a tray and ask learners to look at them for ten seconds. Remove the tray and take away one or two cards. *Which pictures are missing?* Repeat. Use the missing cards to reinforce the sequencing. *What happened before he broke the hoop? What happened after the bowler let go of the ball?*

**Main task**

**Chronological account:** Look at the learner page together. In pairs, ask learners to look at the first picture and make notes on everything that is happening – position and type of player, where the ball is, what players are doing (moving up field or running back), etc. Then look at the second picture and note everything that has changed. Point out to learners that they are making an observation of what they think has happened; encourage them to put in as much detail as possible. Using the pictures and notes, ask learners to write either a report on what has happened or a commentary on what is happening. Encourage consistent use of the past tense if learners are reporting on what **has**

happened but the present tense if writing in commentary form. To make it more realistic, ask learners to give the players names and add some fictional information, as long as the main activity of note taking keeps to observable facts. Answers will vary. Compare the reports. Did some learners consider the off-side rule? How do they think the goal was scored? What do they think may have happened to player number 8?

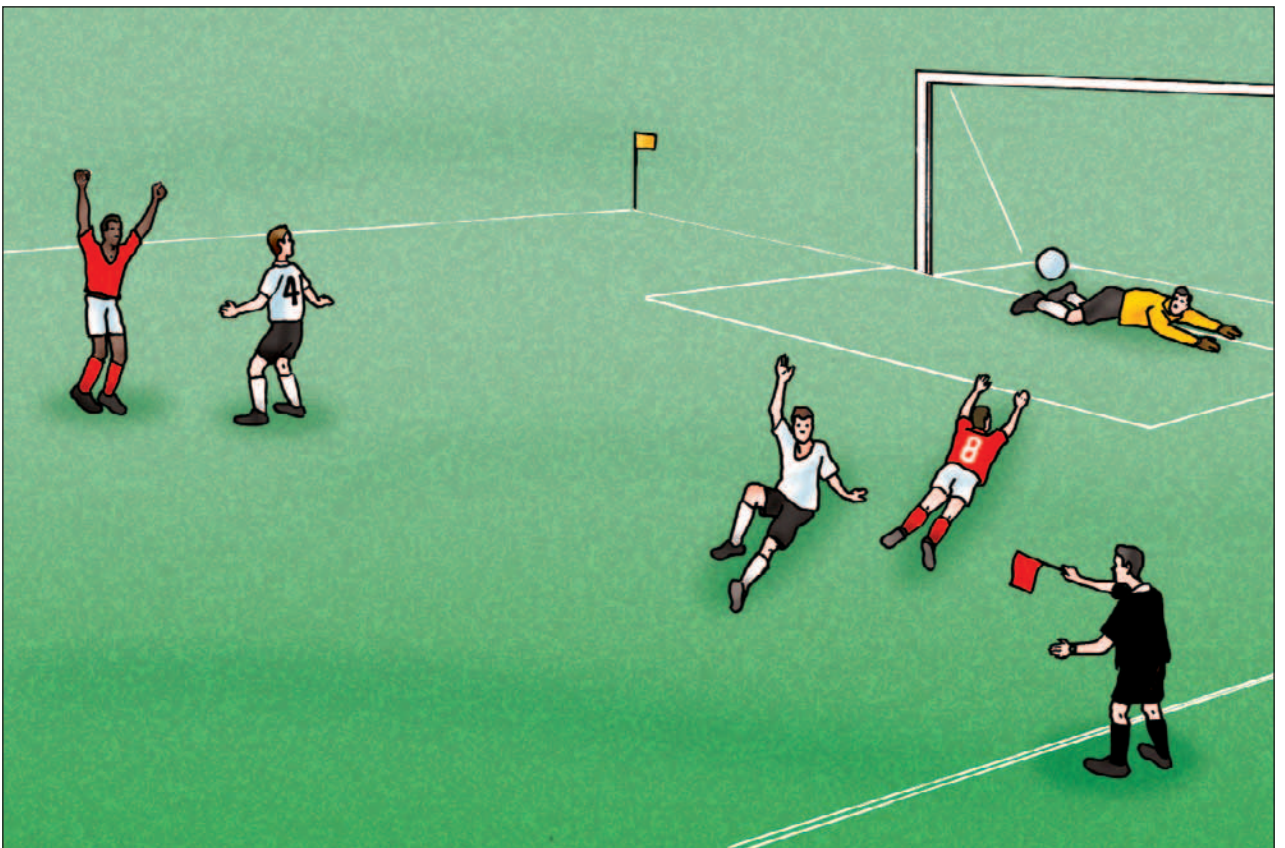
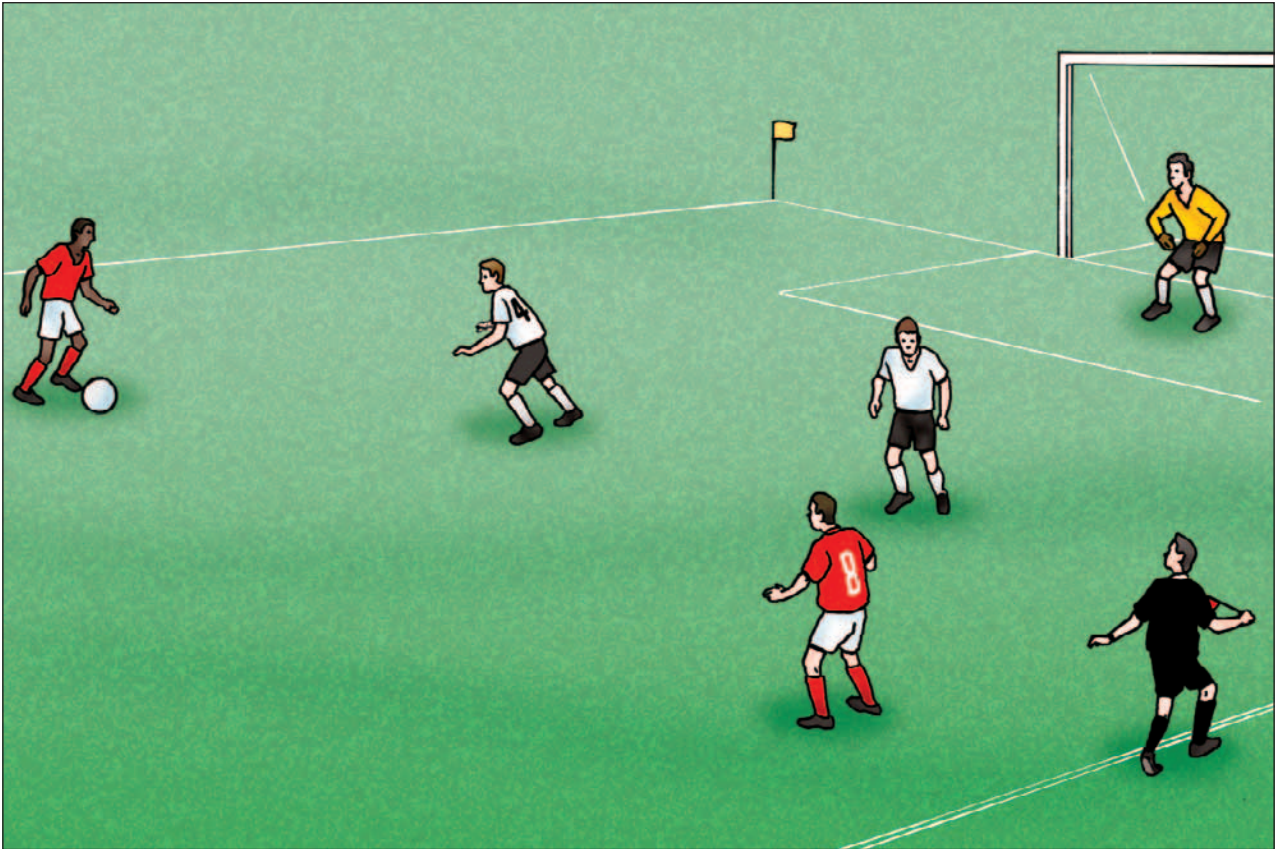
- **Support:** Use the pictures as a basis for a discussion on observation. Use words such as 'first', 'next', 'then', 'after', etc. to sequence the events. Encourage learners to look carefully for the detail in the changes between the two pictures. Record the changes on a flipchart or board.
- **Extension:** Observe some sports, games or activity sessions. Ask learners to record their observations, judging how much detail to include and identifying the important parts. These could be used to evaluate and improve performance.
- **ESOL:** Help learners to use the present continuous accurately when describing the first picture. Point out that this tense is often used for action that is taking place at the moment. Help learners to use the present perfect when describing the second picture. Point out that this tense is used to refer to recent change. Use exercises from self-access grammar books to reinforce these verb forms.

**Cool down**

Use a short (5 min) video clip of a sports match. Ask learners to watch and make notes on what they see. Compare notes and make a group list, then show the clip again and see if any important facts were missed out.

Warm up	Main task
Rt/E2.1	Wt/E3.2

# Observation



## PAGE 1:4

## Session evaluation

## Vocabulary

observe, evaluate, judgement, praise, strengths

Sports leaders need to be able to evaluate their own and other leaders' sessions. On this page leaders develop their evaluative skills by being led through a process of analysis and evaluation of a completed observation sheet. They then practise converting their notes and comments into positive suggestions for improvement in future planning and delivery.

## Warm up

**Give short descriptions:** Ask learners about times when they have led a group activity or session.

*How did you judge how well it went? By asking yourself questions? By asking others? By observing the responses of participants? By what was said?* Make a list of the indicators learners suggest.

## Main activity

**Analysing main points:** The learner page shows a completed observation sheet. This is an example of the sort of comments that might be made on a session by an observer or an assessor. In pairs, ask learners to discuss the observations and address the questions for each section. Ask further questions about the comments. *Can you think of some reasons why the leader might not have noticed some of the behaviour? What might some of the reasons be for the comments on group control? Is sticking to a plan always a good thing?* Ask learners to record any important points or thoughts they have in bullet points or a list.

Help learners to analyse each of the sentences. Observations should be statements of facts. *Are these comments facts or are they judgements? How can you tell?* (Some say good or very good.) *Are they positive comments? Are they compliments? How do you know how well someone has done something? Can you tell from these comments?* Some of the comments are not praise but facts. Praise is important for evaluating the quality of something, pointing out strengths. Analysis of the facts can help us decide which areas we need to

focus on and also helps direct our action for improvement.

- **Support:** Read through the observation sheet and the questions with learners. As a group, discuss the questions raised on the learner page, pointing out the main teaching points above. Practise alternative wording (e.g. what would you say instead of 'It was rubbish?').
- **Extension:** Ask learners to write a report based on the observation sheet, pointing out Tom's strengths and the key areas he should consider next time he plans and delivers a session. Point out that observations are written mainly in the past tense. Check that learners use tenses consistently in their reports. Encourage use of complex sentences (e.g. 'Although Tom was very enthusiastic, sometimes his voice did not ...').
- **ESOL:** Help learners to recognise positive and negative words and phrases. Point out the relationship between words of the same family (e.g. 'sure/unsure'; 'confusion/confused'). Help learners to recognise the past simple passive and compare this with the past simple active (e.g. 'behaviour was not noticed'/'he didn't notice the behaviour'). Refer to self-access grammar books (past simple active and passive) to help with writing.

## Cool down

Discuss how the observer used language to get his meaning across. Compare the written observation sheet with the indicators that were listed during the warm up. How will learners collect evidence for evaluating their sessions?

Warm up	Main task
SLc/E3.3	Rt/L1.3



# Session evaluation

OBSERVATION SHEET	
<b>Name:</b> Tom	<b>Date:</b> 12/03/05
<b>Venue:</b> Sports hall	<b>Group:</b> 24 8-10 year olds.
What made the preparation go well?	<b>Preparation:</b> Good overall. A lot of thought went into a very detailed session plan
What problems might this cause?	<b>Session planning:</b> Very clear session plan designed to keep everyone active. Required a lot of equipment changes.
What would the leader need to have planned for here? Can you tell if he did?	<b>Facility:</b> The facilities were suitable and there was plenty of space for all activities. Space was very large for whole-group activities.
How did the equipment affect the change overs?	<b>Equipment:</b> Lot of different equipment used. Took up time at change overs. Tom was not always sure of what he needed and used his session plan for help.
Why is this comment in the safety box?	<b>Leader:</b> Very enthusiastic. Frequently used session plan but sometimes seemed unsure of what was meant to happen next. Some behaviour issues were not noticed.
What effect could this have on the session?	<b>Safety:</b> Good overall. Some confusion over putting mats out.
	<b>Communication:</b> Voice did not vary. Difficult to hear in the space.
	<b>Group control:</b> Behaviour of individuals was not noticed. Some groups were unsure of rules in main activity but made up their own and had fun.
	<b>Improvisation:</b> Kept to plan at all times.
What effect can this have?	<b>Relationships:</b> Tom displayed a pleasant manner and was always respectful to the group. Little engagement with individuals.

## PAGE 1:5

## Focused evaluations

**Vocabulary**

volume, pitch, positioning, praise, feedback, attention

**Resources**

What's my job? cards from the Source material (0:03), Self-evaluation pro forma from the Source material (0:04)

Sports leaders need to be able to evaluate the quality of their delivery. To do this they need to be aware of what contributes to good practice. On this page learners are given examples of what makes a good communicator and are guided through a process of focused evaluation.

**Warm up**

**Ask questions:** Play a game of '20 questions' in small groups, using the 'What's my job?' cards from the Source material. Cut out and place the cards face down. Demonstrate the first job to the whole group as an example. Talk about open and closed questions and practise the types of closed questions that can be used. The only answers that can be given are 'yes' and 'no' but these can be qualified with adverbs (e.g. 'never/hardly ever/not usually, always/usually/often/sometimes').

**Main activity**

**Evaluating communication skills:** The learner page illustrates the key elements of good verbal communication for sports leaders. Discuss the cartoons and captions with learners. *Are you aware of all of these points? Do you think of all of them when you are planning? What do you think you are already good at? Are there some elements that you didn't think of or have not learnt about yet?*

When evaluating a session or aspect of their delivery, learners will need to focus on particular areas and look at how they are performing. *To carry out self-evaluation, you need to know what makes good practice so that you can look for it in your own work, and recognise what is missing from your practice or is only sometimes considered.* Look at the Self-evaluation pro forma from the Source

material. Ask learners to turn the learner page captions into questions they would ask themselves and write these next to the illustrations (the first three examples have already been done). Remind learners to punctuate their questions with a question mark. The pro forma can then be used to help learners evaluate their own sessions. It is important to point out that, at this stage, sports leaders should be working towards developing these skills and are not necessarily expected to be competent in all areas. An evaluation pro forma can be a useful tool for self-development.

- **Support:** Help learners to turn the captions into questions. Identify question words: 'who', 'what', 'when', 'where' and 'how'. Practise turning short phrases into questions.
- **Extension:** Discuss when peer evaluation is useful. Relate to learners' experiences on the course. *Do you act differently when being observed? Do nerves affect your performance? How do you respond to criticism? How can you offer criticism in constructive ways?* List suggestions.
- **ESOL:** Help learners evaluate why they might have problems with delivery (e.g. not knowing the right phrases; problems with pronunciation of certain sounds or with stress, and intonation). Refer them to self-access pronunciation books and recordings if necessary.

**Cool down**

Look at the variety of questions learners used. Discuss if the questions are open or closed and the types of responses required.

Warm up	Main task
SLlr/E2.6; SLc/E2.4	SLc/E3.4; Ws/E3.3

# Focused evaluations



Giving short, clear simple instructions



Gaining a group's attention



Stopping and starting activities



Talking to individuals



Talking to large groups



Varying volume and pitch



Positioning



Speed of delivery



Praise and encouragement



Correcting and coaching



Listening and giving feedback

PAGE 1:6

# Speaking clear instructions

**Vocabulary**

pitch, tone, clarity, speed, phrasing, role-play

**Resources**

Audio recorder (optional)

Sports leaders need to be able to alter the pitch and tone of their voice in order to encourage and motivate participants. They also need to speak using appropriate clarity, speed and phrasing when giving instructions. This page gives the opportunity to practise speaking clearly in group situations.

## Warm up

**Speak clearly:** Ask one learner to stand at one end of the room with their back to the others. Point silently to another learner and ask him/her to call out the first learner's name in a disguised voice. Can the first learner guess who it was? If not repeat, then use their normal voice if still not guessed. Encourage learners to vary the pitch and tone of their voice in order to disguise it.

## Main task

**Explain clearly:** Talk about the warm-up activity. *How can we alter the sound of our voices?* (e.g. whispering, muffling, deepening or raising the voice, shouting). Discuss the different environments in which sports leaders work (e.g. outdoors during a match, gymnasiums, sports halls) and the need to change the pitch of their voice accordingly. *How do you change your voice in these situations? Can you speak loudly without shouting? When would you need to use a quieter voice?* (e.g. cool down, yoga, relaxation sessions). Look at the learner page together and discuss the scenario: the equipment for a relay game has been set up in a large hall and they have 12 participants eager to play. In pairs, ask learners to look at the picture and role-play telling the players the procedure for the relay. Use the thought-bubbles as prompts. As a group, write up the sequence for organising the relay. Invite individual learners to call out the instructions in order, one by one, in a loud and clear voice (e.g. 'Get yourself into pairs, now each pair find

another so you are in teams of four'). Carry on until all the instructions have been stated. This activity could be recorded so learners can hear and evaluate the clarity of their instructions.

- **Support:** Write out the instructions for the relay on cards, cut up the cards and mix them up for learners to sort out. Ask learners to practise giving short verbal descriptions clearly to build confidence before altering their mode of delivery (e.g. 'You can only bounce the ball with one hand at a time'). Help with sequencing using first, next and then.
- **Extension:** Describe how to play more complicated relays (e.g. clock relay, wheel relay, stick relay). Help the learner to match the level of detail to the situation – how can they keep the instructions clear and unmuddled? Help learners to understand that, to convey meaning in a longer talk, it is necessary to keep the listeners' concentration and not lose the thread.
- **ESOL:** Help learners with stress, rhythm and intonation. Record sets of instructions spoken in an appropriate way. Ask learners to listen and: 1) pick out the important words that carry the main stress and repeat what they hear, indicating the stress with their hands; 2) notice the rhythm and use their hands to beat the rhythm (e.g. 'get yourself into pairs'); ask them to repeat what they hear); 3) say the instructions quickly (it is essential they work on the rhythm before they attempt to speak quickly); 4) notice pauses in longer instructions and how the voice goes up before the pause (e.g. 'You can only bounce the ball with one hand at a time'); ask them to repeat what they hear.

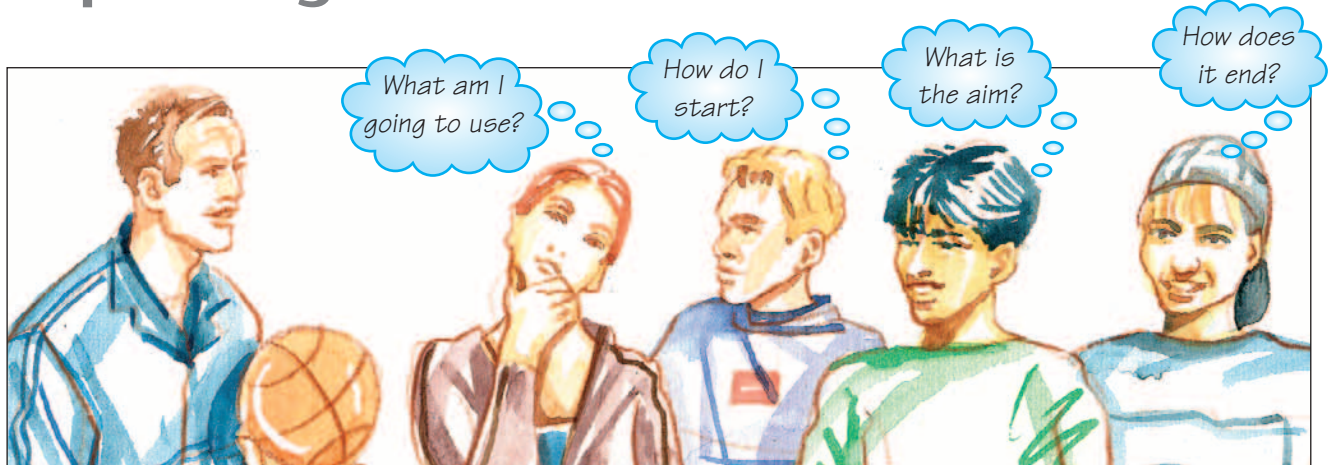
## Cool down

Ask each learner to speak instructions for a cool-down stretch for the rest of the group to follow if space allows. Practise use of a calm and quiet voice.

Warm up	Main task
SLc/E2.1	SLc/E3.1, 3

# Speaking clear instructions

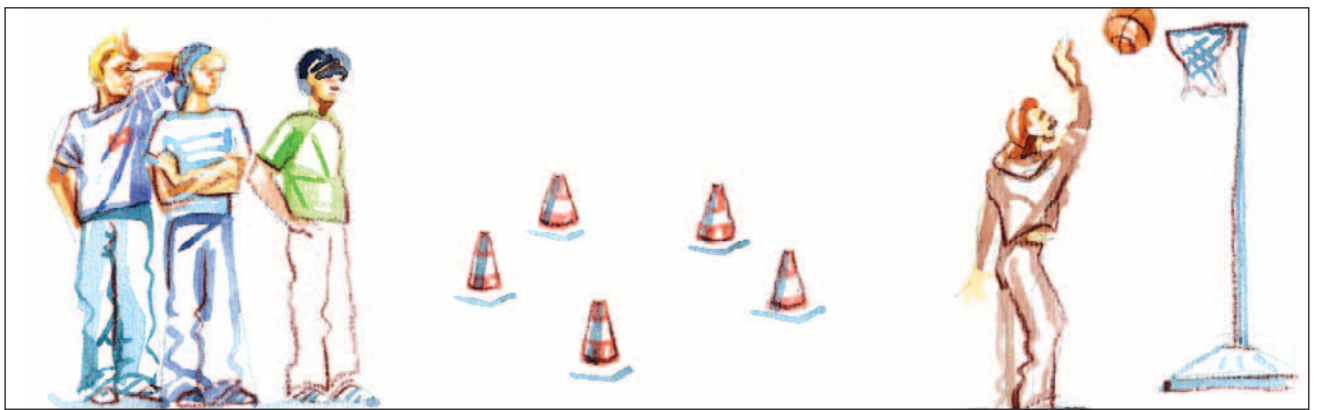
1



2



3



4



## PAGE 1:7

## Giving a demonstration

**Vocabulary**

pace, clarity, tone, projection, expression, delegation, position, balance, weight

**Resources**

Sports charade cards from the Source material (0:05)

Sports leaders need to be able to give demonstrations and short talks on skills and games. They need to be able to highlight the main points and talk with expression to interest and motivate others.

**Warm up**

**Non-verbal communication:** Cut out the Sports charade cards from the Source material and put them in a box. Invite learners to take a card and then act out the word/phrase for others to guess. Use charade clues (e.g. tugging ear to mean 'sounds like'; holding up a number of fingers to suggest the number of words in the phrase). Point out how learners use actions and body language to express meaning and how this can be useful when demonstrating and explaining instructions.

**Main task**

**Communicate clearly:** Discuss learners' favourite sports. *Why do you like them?* Identify the main skills involved in each sport. *What do you need to be good at to play tennis? Rugby? Cricket?*

Look at the series of pictures on the learner page. Identify the main point of each illustration and agree on a key word or phrase (1 – position of foot; 2 – look at the ball; 3 – good balance; 4 – inner foot contact; 5 – weight of pass). Ask learners to write the key words in the box at the foot of the page or on an index card. In pairs or small groups, ask learners to practise demonstrating how to make a side-foot pass.

Choose one learner to demonstrate in front of the group. Ask others to evaluate his/her performance constructively. *Was he/she clear? Did they use good body language to illustrate key points? Did they speak*

*clearly and loudly enough for all to hear? How could they improve this demonstration for next time?*

- **Support:** Help learners to identify and write the key points for their demonstration by asking them to demonstrate in slow motion, then asking them to freeze; ask, *what are you doing now?*
- **Extension:** Ask learners to prepare index cards highlighting the key skills for a mini game and give a short talk or demonstration to the other learners. As a group, evaluate the talk in terms of clarity, speed of talk, phrasing, use of humour, body language, pace, etc.
- **ESOL:** Help learners to pick out which words to stress. Ask them to practise speaking clearly, marking stress with their hands. Practise verbally for the demonstration, first without body language, then with it.

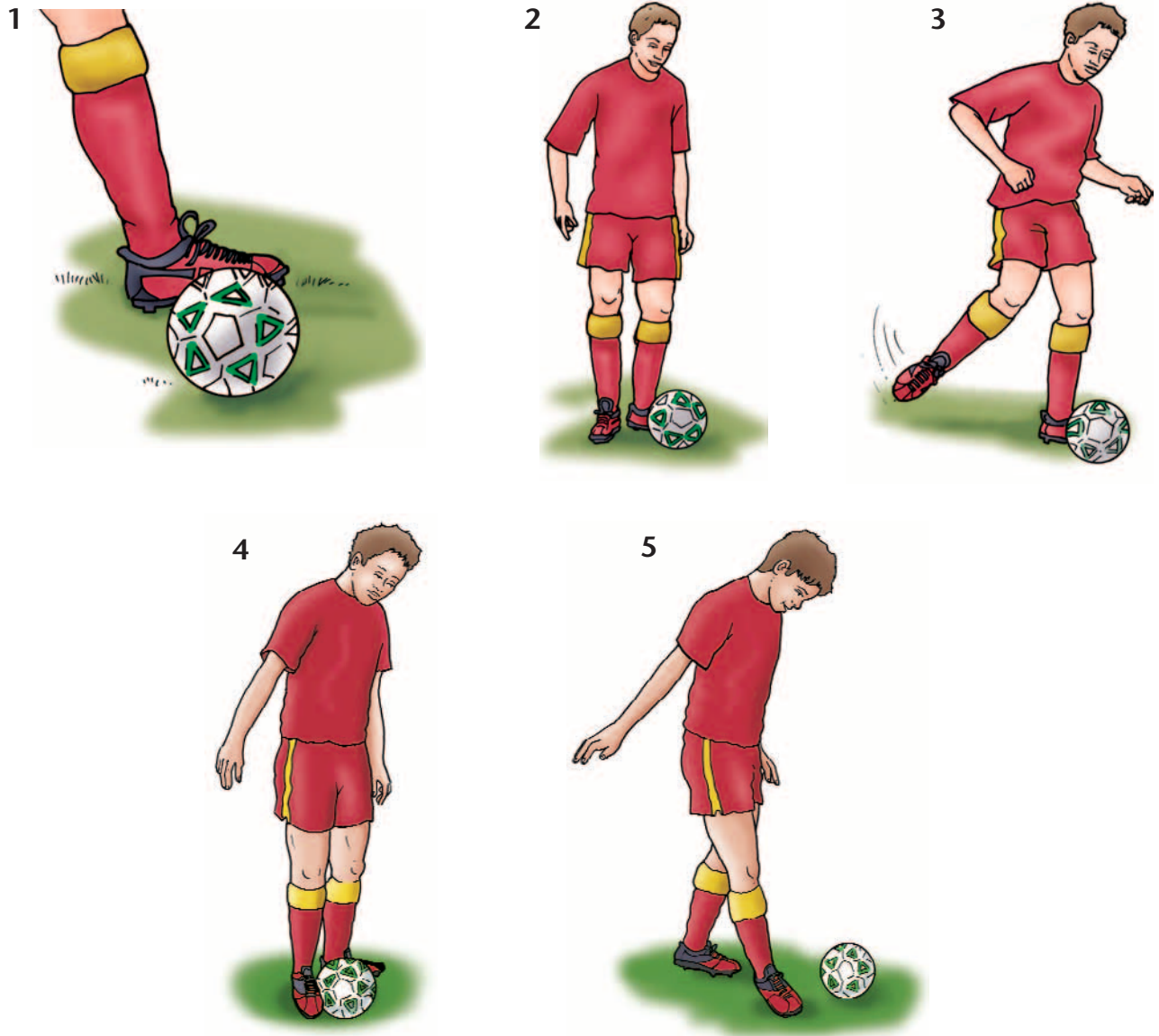
**Cool down**

List some key ideas about giving a good demonstration. *How will you remember these?* Devise a physical routine – similar to a hand jive – to help learners remember. Refer to the main points of verbal communication – volume, clarity, projection, expression, questioning, delegation and fun – and non-verbal communication – demonstrations, signals, body language, wall charts, eye contact, role modelling.

Warm up	Main task
SLlr/E3.4	SLlr/L1.3

# Giving a demonstration

## How to kick a ball – sidefoot pass



### How to kick a ball – sidefoot pass

1

2

3

4

5

## PAGE 1:8

## Dealing with situations

**Vocabulary**

outstanding, first rate, adept, skilful, proficient, expertly done, register

**Resources**

Expression cards from the Source material  
(0:06)

Audio recorder (optional)

Sports leaders need to encourage participation. This page allows learners to practise their skills of communication in handling difficult situations and develop good relationships with participants.

**Warm up**

**Non-verbal signals:** Use the Expression cards from the Source material. Ask one learner to pick a card and say the phrase: 'They think it's all over ... it is now!' according to the emotion/expression on the card. Can other learners guess the emotion/expression? Talk about how non-verbal signals contribute to communication. Identify the facial expressions and gestures that helped determine the emotion.

**Main task**

**Suitable language:** Following on from the warm up, talk about the different ways our voice can convey expression and emotion. Look at the learner page together and describe the scenarios. Check understanding of caption vocabulary. Talk about use of voice and changing the tone for various situations. *How would you support someone who is not particularly able? How would you change your tone to be more authoritative?* As a group, share experiences in which learners have needed to speak clearly with the right volume, speed and phrasing. Point out that in spoken language different registers are used depending on the formality of the situation (e.g. authority for refereeing). Ask questions to give ideas: *How could you calm down an angry person? How might you draw in someone who is shy?* In pairs, ask learners to discuss how, as a sports leader, they would respond to the four situations on the learner page.

*What would you say? How would you encourage this person? Ask pairs to report back to the group by role-playing one of the situations. Encourage other learners to evaluate the response. Was the response appropriate to the situation? Did they change register/volume/ expression during the response? Were they formal or casual? Assertive or aggressive? Has anyone had to deal with a situation similar to this? How did you handle it?*

- **Support:** Supply some key words and phrases for the learner to use to motivate, encourage and instruct positively. Be aware that some dyslexic learners may have difficulty speaking their words smoothly.
- **Extension:** Extend the discussion. What if the situation in each of the cartoons persists? Discuss how the sports leader would handle this.
- **ESOL:** Check learners understand the words describing feelings. (Note: in some languages, nervous means bad-tempered or angry.) Encourage use of bilingual dictionaries. Make a recording or give examples of the same phrase said with different intonation patterns, only one of which is appropriate. Ask learners to evaluate these, repeating the most acceptable ones. Learners can then role-play and evaluate themselves.

**Cool down**

As a group, compile a list of words/phrases you would use to motivate others (e.g. 'well done', 'keep going', 'you can do it', 'wonderful' – see vocabulary list for more ideas). Write these on the board to reinforce them.

Warm up	Main task
SLd/E1.1	SLc/E3.1



# Dealing with situations

How would you deal with these situations?

1 Uninterested



2 Over-enthusiastic



3 Too forceful



4 Dejected



## PAGE 1:9

## What happens next?

**Vocabulary**

predict, outcome, description

**Resources**

Audio equipment

Sports leaders need to be observant and anticipate actions and responses. They need to be able to listen as well as watch and describe actions that have taken place. This page focuses on these speaking and listening skills.

**Warm up**  **1**

**Identify key points:** Play 'Name the sport' – play the audio clips of radio sports commentators one by one, after each asking, *What sport do you think they are talking about?* Encourage learners to listen and identify the key points to help them name the sport. Support learners by listing and summing up these key words and phrases. Discuss the clues and vocabulary used to identify the sport.

**Main task**

**Listening and speaking skills:** Photocopy and cut the learner page in half and fold the ends under so that the third picture in each half is hidden. Learners play a game in pairs. Give Player A one of the sets of pictures, emphasising they must not show the pictures to the other person. Player A describes in detail what is going on in the first picture. Encourage learners to give as much detail as possible. After the initial description Player B may ask questions. Player A then describes the second picture. Player B must predict what happens next. Open the fold to find the answer. Was the answer a surprise? Discuss the different answers learners had. Pairs then swop roles for the second set of pictures. Encourage speakers to judge which are the important details to include and to be clear in their descriptions. Learners show their pictures at the end and evaluate each other's descriptions. *Did the speakers stick to the point? Did they give enough detail for the listener to predict the outcome? Were there key words*

*that helped you? What detail was irrelevant to the outcomes? Did the level of detail help the listener form an image of the picture in their mind? How did this image differ from the actual picture?*

- **Support:** Suggest the type of questions that will elicit more detail from the speaker. *How many players are there? What are they wearing? Where are they?*
- **Extension:** Ask learners to give a short explanation or description of a sporting event or game, without naming it, for others to identify. Encourage learners to speak the instructions clearly and keep the thread.
- **ESOL:** Help learners to use the present continuous accurately to describe what is happening now and to use 'going to' to predict. Refer them to self-access grammar books if necessary. Point out that some English people say 'gonna' rather than 'going to'.

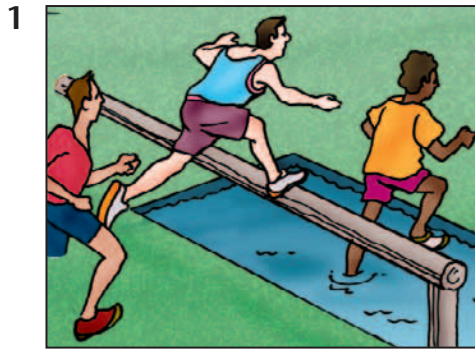
**Cool down**

Ask one learner to secretly choose another person in the group and describe to others what they look like, keeping this descriptive rather than personal. The other learners must try to guess who is being spoken about. Encourage learners to give obtuse clues to start with so the person is not guessed straightaway. Encourage detail in speaking and good listening skills.

Warm up	Main task
SLlr/E2.2, 3	SLlr/E3.2; SLc/E3.3

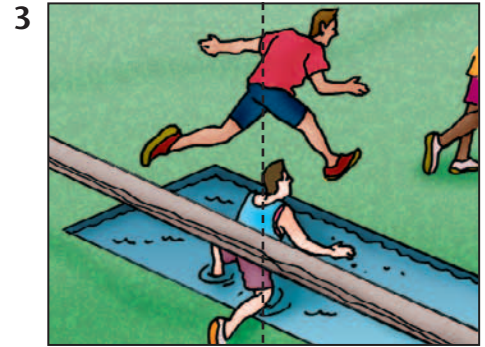
# What happens next?

## Player A



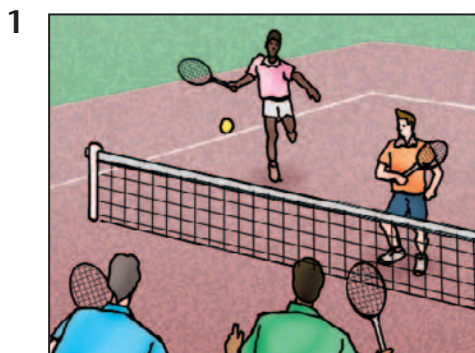
*What happens next?*

Describe what is happening in the first two pictures. Ask player B to predict what will happen next.



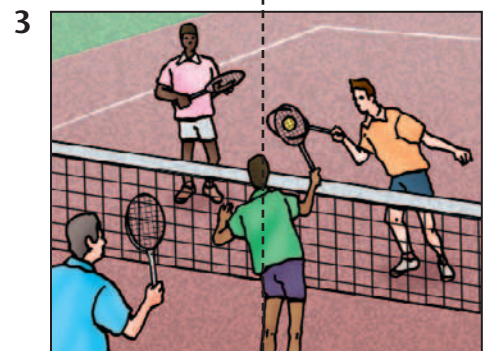
Cut in half then fold along vertical line so pictures are hidden.

## Player B



*What happens next?*

Describe what is happening in the first two pictures. Ask player A to predict what will happen next.



## PAGE 1:10

## Giving directions (1)

**Vocabulary**

directions, destination, venue, symbols, via

**Resources**

Destination cards from the Source material (0:07)

Sports leaders need to be familiar with their local sports centres and sporting facilities. They need to be able to understand and give clear directions to locations within these facilities.

**Warm up**

**Follow the gist:** Discuss what sports facilities are available at the local sports centre. *Which are the most popular? Is there another swimming pool/fitness centre in the area?* Encourage learners to contribute appropriately and follow the gist of the discussion. List the main sporting facilities in the area.

**Main task**

**Giving directions:** Role-play the situation of being new to the area, asking learners to give you directions to the local sports centre or playing field. Discuss what information is necessary and what is not relevant. Look at the sports centre plan on the learner page. Discuss and identify the various buildings and facilities. *Where is car park B? Where could you leave your bike?* Ask learners to plan the best route from car park A to sports hall 1 via reception. Ask one learner to say the instructions as if talking on the telephone for others to follow on the map. *Were the instructions clear? Did everyone arrive at the correct place? What about for a wheelchair user? How could they access sports hall 1?*

Ask learners to work in pairs. Cut up and hand out half of the Destination cards from the Source material to each person, emphasising the need to keep the destinations secret. Learners take turns to give instructions to their destinations in the most direct way (e.g. *Start at reception, go past the fitness zone, through the double doors, etc. Where did you end up?*) Did their partner arrive at the correct

place? Shuffle the cards and hand out again. This time encourage learners to make up more complicated routes to their destinations (e.g. if you were in a wheelchair, via the changing rooms).

- **Support:** Identify door symbols and stairs on the plan. Help learners to follow routes with their finger. Orientate the map to the direction of travel and help with difficulties of left and right.
- **Extension:** Ask learners to draw and label a map/floor plan of their local sports centre and/or playing fields. Use the floor plan to identify emergency exits and fire extinguishers or the map to identify access routes for emergency vehicles. Ask learners to give directions to these locations from a given place.
- **ESOL:** Discuss the meaning of prepositions (e.g. 'through', 'past'), using gestures or maps to demonstrate meaning. Encourage learners to stress the important words as they speak. Pair ESOL learners with native English speakers, native speakers giving directions first.

**Cool down**

Discuss the skills needed to give and follow directions (e.g. speak clearly and slowly, ask for clarification, listen for details).

Warm up	Main task
SLd/E2.1, 2	SLlr/E3.1; SLc/E3.3; HD1/E3.1

# Giving directions (1)



## PAGE 1:11

## Giving directions (2)

**Vocabulary**

destination, route, directions, symbols

**Resources**

Audio equipment

Sports leaders need to be able to identify sports facilities in their area, both for themselves and to give information to others. Being able to read a map and give accurate directions are important skills when booking venues and arranging sports events.

**Warm up**

**Positional language:** Talk about left and right in relation to giving directions. Model 'turn left' and 'turn right' to show this is relative to the speaker, my left and your right, etc. Blindfold one learner and ask another to give directions around the room, avoiding any obstacles. Evaluate clarity of speaking, detail of instructions and directions. Repeat with different learners. Identify and list on a flipchart or board the positional language used (e.g. 'left', 'straight ahead', 'turn', 'go forward', etc.).

**Main task** 🗎 2

**Using a map to give clear directions:** Talk about using maps. *Has anyone used a map recently? Why did you need it?* Look at the map on the learner page. Identify the features on the map. Look at the compass. Explain that, unlike left and right, north and south are absolute and are not relative to the speaker. *Where is the railway station/park/school?* Listen to the audio clips one at a time. The clips give directions from the railway station to various venues. Ask learners to follow the directions and identify the final destination. *Were the directions clear? Could you follow them easily?* Emphasise that giving directions successfully involves using positional language and identifying landmarks (post office, fire station, supermarkets, churches, etc.), as well as road names. Ask specific questions about routes on the map (e.g. *How would you get from the Meadow*

*Estate to the sports centre? From the tennis courts to the swimming pool? Would you go the same way if you driving or walking?)* In pairs, ask learners to practise giving verbal directions for the routes listed on the page.

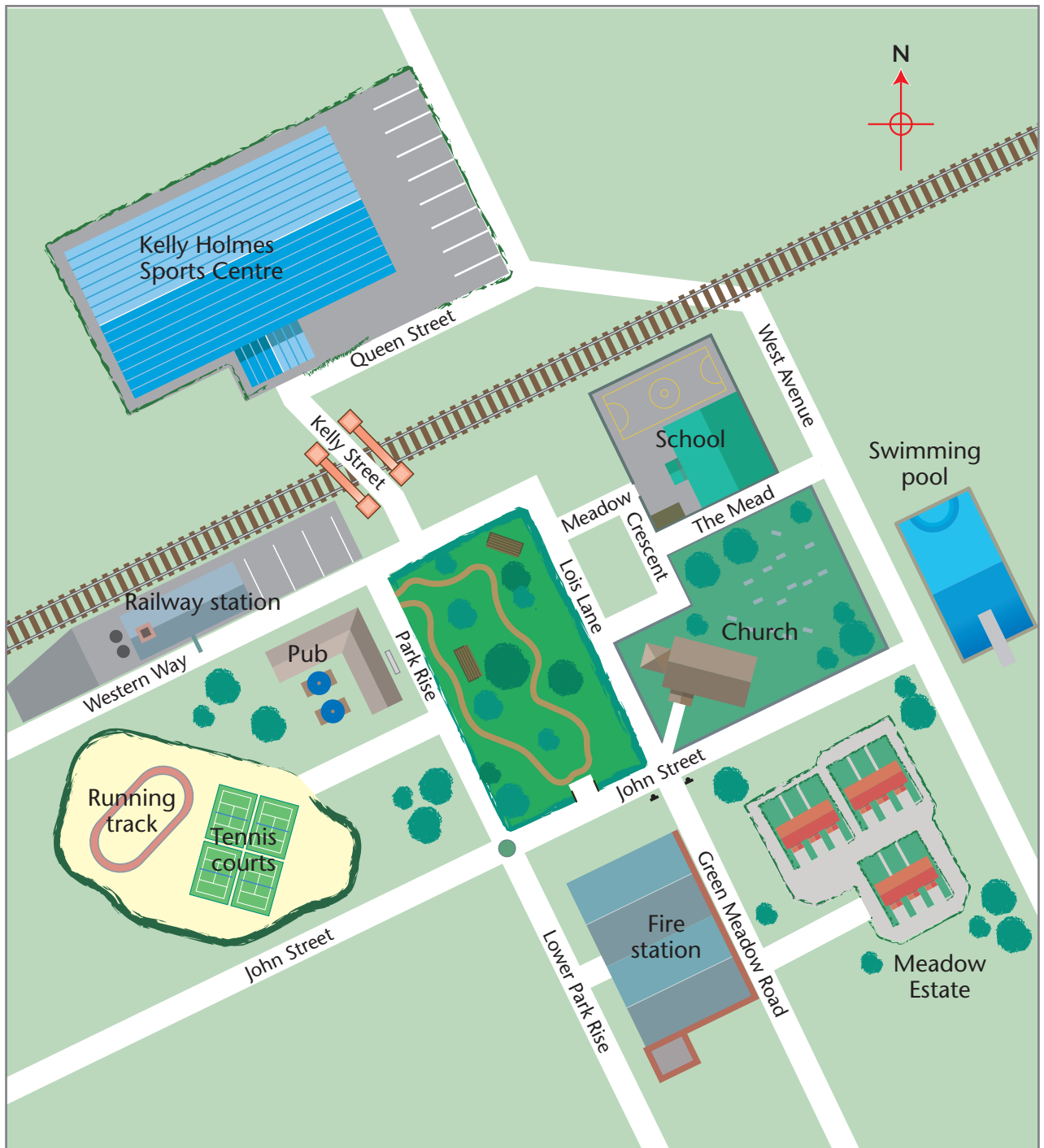
- **Support:** Work on a one-to-one basis, with the learner verbalising and following the route along the map. Identify roundabouts and car parks. Ensure understanding of road names.
- **Extension:** Ask learners to write down directions for another learner to follow, leaving off the final destination. Swop directions and follow the route. Ask learners to email directions for their local sports or fitness centre to a friend or use a route planner program to find a specific sports venue (e.g. Edgbaston cricket ground; All England Lawn Tennis Club, Wimbledon).
- **ESOL:** Indicate which prepositions usually show where a place *is* (e.g. 'behind', 'in front of', 'next to') and which show where to *go* (e.g. 'along', 'across', 'past'). Point out the difference between 'turn right' and 'it's on the right'. Give learners plenty of listening practice before asking them to speak.

**Cool down**

Review the main points of the session. *What is important when giving directions?* List the key points on a flipchart or board.

Warm up	Main task
SLc/E2.3	Rt/E3.9; SLlr/E3.2; SLc/E3.3

## Giving directions (2)



Practise giving directions for each of these routes.

- 1 The sports centre to the swimming pool
- 2 The tennis courts to the school
- 3 Queen Street to the running track
- 4 Meadow Estate to the school

## PAGE 1:12

## Advertising and publicity: fliers and leaflets

**Vocabulary**

fliers, leaflets, advertising, illustrations

**Resources**

Selection of sports and advertising fliers, examples of sports posters, poster paper and pens, newspapers containing sports sections, sports magazines, access to computer graphics programs, if available

Sports leaders need opportunities to practise their communication skills for advertising and publicity. This page looks at the design and common vocabulary of fliers and posters.

**Warm up**

**Identify sources of information:** Ask learners to look through the newspapers to find the sports sections. *Where do you normally find the sports section in a newspaper?* Look at some of the articles. *Which are of interest to you? Did the photo or the title capture your interest?* Discuss different sources of sports information (e.g. websites, television, radio).

**Main task**

**Identify main points:** Show the selection of fliers to the group. Discuss what each flier is about. *Which flier is most eye-catching? Why? Do illustrations help you understand what the flier is about? What information is important to include on a flier?* List learners' suggestions on the board and discuss. *Where might you see sports posters?* Look at the learner page together and help learners to pick out the key points on the two adverts (date, time, venue, etc.). Support learners to answer the questions. Discuss the differences between fliers and posters.

In small groups, ask learners to design a simple flier for a sports event of their choosing (e.g. a cycle challenge, aerobics classes, the Sports leaders course). Help with design, illustrations and spelling. Identify the main points of the flier and encourage learners to highlight these by using

larger fonts, colour, illustration, etc. Learners may like to develop their posters on computers, if available.

- **Support:** Focus on key words and spelling. Use phonics and common spelling patterns to help with decoding and writing words.
- **Extension:** Ask learners to research the distribution of fliers. *How many would need to be produced for your area? How would you make the fliers available? Would they be posted, delivered or made available at sports centres? How would you print and produce large numbers of fliers?*
- **ESOL:** Encourage learners to look through a range of fliers, picking out key phrases they can use in their own work.

**Cool down**

Evaluate the session. Look at the selection of fliers made during the session. Pick out the key words. Compare design and illustrations. *What makes this flier stand out? What is the main idea on this one?* Review the main points of the session.

Warm up	Main task
Rt/E2.3	Rt/E3.2, 4, 9; Wt/E3.1



# Advertising and publicity: fliers and leaflets



- 1 Where is the football club?
- 2 What day is it held?
- 3 What time?

- 4 What day is the tournament?
- 5 What age can take part?
- 6 How many in each team?
- 7 What must you do by 2:00 pm?



PAGE 1:13

# Notes and notices

**Vocabulary**

audience, purpose, planning, drafting, editing, proofreading

**Resources**

Audio equipment, access to computers (if possible)

Sports leaders need to be able to communicate in writing for a variety of reasons. This page looks at the writing process – planning, drafting, editing and proofreading. Learners practise writing notes for a variety of situations.

## Warm up

**Written communication:** Discuss different types of written communication that sports leaders will encounter: forms (for consent, to join an activity, for recording each participant’s details, recording accidents and injuries); notes (to fellow sports leaders about arrangements, to participants reminding them about time/place to meet); notices, short messages, emails, leaflets, posters, etc. Collate as many ideas as possible.

## Main task 3

**Plan and draft writing:** Play the audio clip of two people discussing what they find difficult about the writing process. Ask learners to recall the points made and record these on a board or flipchart – unhelpful memories of school, getting started, issues of handwriting, spelling, punctuation, etc.

Look at the note about the trip to York on the learner page and talk about the reason for writing the note (purpose) and for whom the note is written (audience). Work through the questions. On the board write ‘planning’, ‘drafting’, ‘editing’ and ‘proofreading’. In pairs, ask learners to plan a note about a social event for fitness club members, working through these steps and ticking each off as you complete it.

**Planning:** learners write in the thought-bubbles to help structure the note.

**Drafting:** explain what a draft is – rough, getting the sense, not worrying about the spelling, etc. Ask learners to draft the note based on the planning (tip – suggest leaving some space between lines to allow for changes).

**Editing:** ask learners to read the draft and make changes to phrasing, spelling, sentence boundaries, etc.

**Proofreading:** learners then use the corrected draft to make a fair copy, which is read for errors. Model a proofreading process for learners to follow.

- **Support:** Help plan out the information to be included. Write in ‘time’, ‘place’ and ‘venue’ to help learners remember these key points.
- **Extension:** Ask learners to use a computer to draft and make changes to reach a useable copy of the note. Encourage them to experiment with font size and style, borders and cutting and pasting to get several copies on an A4 sheet which could be cut up for distribution.
- **ESOL:** ESOL learners may need help understanding some of the language in the example (e.g. ‘will be able to’).

## Cool down

Review how helpful the process of planning, drafting, editing and proofreading has been and how it could be improved – asking someone else to proofread, reading text aloud to find natural sentence boundaries. Discuss when this process may be appropriate (e.g. completing forms, preparing CVs, filling in job applications) and where accuracy may not be so important.

Warm up	Main task
SLd/E2.1, 2; SLd/E3.2	SLlr/E3.2; Wt/E3.1, 2, 4; Ws/E3.1, 2, 4; Ww/E3.1, 3

# Notes and notices



### Arrangements for trip to York

All those going to York for the gymnastics display please meet in the car park outside the sports complex on Saturday 14 Oct at 8 am sharp. We plan to be back by 5 pm – please contact Brenda on **01288 276222** at around 4 pm when she will be able to give you a more accurate time.

- 1 Who is going to read this? (audience)
- 2 What is the reason for writing this? (purpose)
- 3 Underline when and where they are meeting.
- 4 How can they find out the exact time they will return?
- 5 Why is there a heading at the top?

Now plan your note below.

*Who is going to read this note?*

*What information do I need to include?*



*Why am I writing this note?*

*What heading shall I use?*

## PAGE 1:14

## Confirmation letters and reply slips

## Resources

Examples of an informal letter to a friend and a formal letter from a business, copies of email messages, written text messages, access to word processing (if available)

Sports leaders may need to advertise courses they are running and confirm acceptance onto courses. This page gives the opportunity to talk about the conventions of a letter and helps with planning and drafting letters and reply slips.

## Warm up

**Writing conventions:** Discuss with learners the types of letters they receive. *Which letters are formal or informal? How do letters differ from emails and text messages?* Talk about some of the common and different features that characterise letters, emails and mobile phone text messages. Look at the shortened spellings used in text messages. Discuss learners' preferred method of communication and why.

## Main task

**Plan and draft a letter:** Discuss the reasons for more formal communication. *When have you received or needed to write formal letters? When might sports leaders need to write letters?* (e.g. making/confirming arrangements, requesting grant aid/sponsorship, requesting use of facilities). *When are reply slips necessary on letters? Have you needed to fill out a reply slip? What information was required?* Talk about and list some of the common features in a letter list on the board or flipchart (e.g. address of sender, date, etc.). If appropriate, discuss different layouts, open and closed punctuation, salutation (Dear Sir/Madam) and matching closure (Yours faithfully). Photocopy and cut out the learner page. Ask learners to sort the pieces into the correct order and stick them onto plain paper. Look at the sections of the letter and discuss the order. *Why is the address at the top? The date?* In pairs, ask learners to plan a similar letter with a reply slip about attending a charity fun run. Encourage learners to plan their

writing and ensure they list the information they will need from the reply slip. *Is it more or less than the example? When might you need more information? How will you phrase the requests so that you get the information you need? How will you collect and record the information when it comes back so that it is easy to use when organising/running the event?* Support learners to spell words and use grammar and punctuation correctly. If available, use a word processing program to draft the letter.

- **Support:** Support learners to write a more informal letter to a friend or family member asking them to attend a sporting event. Highlight the need to include time, date and venue.
- **Extension:** Ask learners to draft and write a letter about a forthcoming occasion, perhaps a sporting event they need to organise. Discuss how the letter will be copied and distributed. *How will you collate the information from the reply slips?*
- **ESOL:** Check understanding of the verb phrases in the letter: 'are able to', 'you may bring', 'you must wear'. Discuss which things are compulsory and which are optional. Ask learners to pick out useful phrases they can use in their own letters, such as 'offer you a place', 'will be available', 'suitable clothing', 'as soon as possible'.

## Cool down

Exchange letters written by the learners. *Is any information missing? Does the receiver know what to do next? Is the reply slip clear?* Reinforce the main conventions in letter writing and write these on the board for learners to remember.

Warm up	Main task
SLd/E2.1, 2; Rt/E2.2	Wt/E3.1

# Confirmation letters and reply slips

## WILBUR COMMUNITY SPORTS

Wilbur High School ● Wilbur Way ● Wilburton WX3 0SW  
Telephone/Fax: 01652 676782 ● Email: wilbursports@wilburton.gov.uk

### Summer Sports Fun Week 2nd – 6th July 2005

2nd May 2005

Dear Mary Wang,

I am pleased to say that we are able to offer you a place on the Summer Sports Fun Week. The course starts at 9:30 am and finishes at 4:00 pm each day. Refreshments will be available from the school canteen or you may bring a packed lunch.

You must wear trainers and suitable clothing, such as shorts and T-shirt or tracksuit. When possible, activities will be outdoors.

Please complete the reply slip below and return it as soon as possible.

Yours faithfully,

A. Coach



### Summer Sports Fun Week 2nd – 6th July 2005

#### REPLY SLIP

(Delete as appropriate)

I will NOT be able to attend the Summer Sports Fun Week.

I WILL be able to attend the Summer Sports Fun Week and enclose a cheque for £25 made payable to 'Wilbur Community Sports'.

First name \_\_\_\_\_ Last name \_\_\_\_\_ Age \_\_\_\_\_

Please complete and return reply slip by 17th June 2005, enclosing your cheque, to *Wilbur Community Sports*, C/O WILBUR HIGH SCHOOL, WILBUR WAY, WILBURTON, WX3 0SW.

PAGE 1:15

# Information: posters and notice boards

**Resources**

Selection of sports posters and notices, access to computers (if possible)

Sports leaders need to be able to access sports information. Notice boards in sports and fitness centres are a good way of finding out what is available in the local area. Skimming titles, headings and illustrations is a good way of deciding if the material is of interest to the reader.

**Warm up**

**Texts for different purposes:** Discuss the purpose of notice boards and how they can convey information to a specific audience. *Where have you seen a notice board? What type of information did it display? What type of information would be on a school/surgery/town hall notice board?* Notice boards often have posters with images and pictures. Discuss how the images give clues about the poster's content.

**Main task**

**Skim read titles and headings:** Look at a selection of sports posters and notices together. Hold up a poster for a second or two only. What can the learners tell you about the poster from this brief look? Discuss what attracts learners' attention the most – bold headings, illustrations, colours? Look at the notice board on the learner page. *Where do you think this notice board might be? Which words stand out?* Ask the learners to read through the notices and decide if they are instructional or informative. Ask specific questions about the notices. *When is yoga held? How much is the Friday Fit Club? Who runs the circuit training?* Talk about looking to see if notices are out of date and how the images help to enhance a poster and catch the eye.

**Design a poster:** In pairs, ask learners to design an A4 poster for a sports centre notice board. What information will they need to include? Which are the key words? If available, use a computer to help with design and illustrations.

- **Support:** Help with spelling and design. Write down key words that need to be included on the poster or use the spell-check facility on the computer.
- **Extension:** Ask learners to use the computer to design a large poster/banner for a forthcoming sports event. Ask them to plan out the design and the information that is vital. Talk about the organisational considerations for advertising and publicity. *Where do posters need to be placed for best impact? Does permission need to be sought for placing posters in public places? How could the posters be copied/reproduced?*
- **ESOL:** Help learners to understand the vocabulary of the example posters (e.g. 'stamina', 'weight loss', 'suppleness'). Discuss how the words relate to other words of the same family (e.g. 'strength/strong; loss/lose; flexibility/flexible'). Help learners to note positive verbs (e.g. 'improve', 'promote').

**Cool down**

Ask learners to evaluate their posters. From the evaluation develop a list of criteria for producing a good poster/notice (e.g. clear writing, correct spelling, not too much detail, etc.). Talk about the importance of keeping notice boards up to date. Review skimming as a way of finding information quickly without reading all the detail.

Warm up	Main task
Rt/E2.2, 4	Rt/E3.6, 7, 9; Ww/E3.1

# Information: posters and notice boards

**PILATES**  
New course begins  
Monday 10th September



6:30 pm **Beginners**  
7:45 pm **Intermediate**

Please register at reception or  
telephone **Tessa 01567 319828**

**Friday Fit Club**  
New class with **Caroline**  
**Fri. 10 am**  
£3.00 per session  
Gym members £2.50  
**No booking necessary.**  
**Come on, just do it!**



**Circuit Training  
with Steve & Sue**

For all levels of fitness.  
Improves stamina and  
strength.  
Good for body toning and  
weight loss.

For more info – contact  
**Steve** in the gym.

**PHYSIOTHERAPY  
CLINIC**  
**SPORTS INJURY  
TREATMENT**  
**CONTACT PHIL  
01445 928174**

**Y o g a**



To promote flexibility and  
suppleness, enhance balance  
and well being

**Complete beginners welcome**

Tues: 7–9 pm  
Thurs: 9:15–11:15 am  
Further details at reception

*Squash court 2 will be  
unavailable from 3 September  
for two weeks for maintenance.  
Sorry for any inconvenience.*

# Audio

## PAGE 1:9

### What happens next?

**1**

- 1 ... and Mowles has moved forward ... he kicks ... Johnston is there, it's on his head ... it's in! One nil!
- 2 ... Wills comes in from the nursery end. Can he stop Khan reaching his first century? He bowls ... Khan swings ... oh, yes it's going for a 4 ...
- 3 Willings is moving up from the circle. Passes forward, picked up by James ... oh there's a clash of sticks ... it's out. The ref has given a penalty corner.
- 4 She's pushed back to the baseline but returns with power. Singh moves across court ... a beautiful backhand and all Perry can do is hot it into the net!
- 5 ... and as expected, it's McGregor who comes up to take it. He places the ball ... he turns it, he is having difficulty balancing it on this sodden pitch ... he steps back his characteristic five paces ... the crowd begins to roar in anticipation as he runs up ... kicks ... aaaand!!! It's between the sticks and he converts for the fourth time today.

## PAGE 1:11

### Giving directions (2)

**2**

- 1 Come out of the train station and turn left. Go past the car park and turn right into Park Rise. You'll see a park on your left. Go down the road and then take the first right, down the road a bit and then you will see them on your left.
- 2 Right, it's not far. Come out of the station, that's Western Way. You'll see a pub on the corner. Go along Western Way and bear to the left. There's a bridge over the railway, go over this and you will see it in front of you.
- 3 You come out of the station into Western Way. This is quite a busy road. Go towards the park. Follow Western Way, past the railway bridge. Then turn into Lois Lane. Keep straight on this road for about five minutes then you'll see it on your left, just before the traffic lights.

- 4 Let's see. As you come out of the station, you'll see a pub on the corner. Turn right by the pub. Now you are in Park Rise. Walk up until you get to the roundabout. Turn left, straight over at the lights, past the estate and it's directly in front of you at the T-junction.

## PAGE 1:13

### Notes and notices

**3**

- A:** I know I can't write – at school my work used to come back with D minus or something like that.
- B:** I remember writing things like a pretend extract from someone's diary – what's the use of that?
- A:** I can't get started. I look at the blank piece of paper and I don't know what to write.
- B:** I sort of have an idea of what I want to write but I'm not sure how to get what I want to say into words, you know, the right words.
- A:** I know what you mean. When I do force myself to write, it never seems to come out the way I want it to either. And when I read it back it just sounds sort of stupid.
- B:** My handwriting's pretty bad and as for my spelling, well that's just awful. I can spot some words that are wrongly spelt but that means I have to tear up the page and start again.
- A:** I just give up then and telephone instead.
- B:** The trouble is sometimes you have to write a letter, you know, when it's important to have it on paper.
- A:** I get someone else to do it for me – I get one of the children to use the computer and I stand over them and tell them what to type in. Then I only have to write my name at the bottom – easy, peasy.
- B:** Mark's only three. I'll have to borrow one of your kids. How much does your Annie charge per letter?