

Family literacy, language and numeracy

Family learning impact funding – Wider Family Learning



Having Adult College Scheme of Work

Approved

SUBJECT: Level 1 Football Accreditation	LEVEL: 1
TUTOR: Dawn Young/Andrew Morgan	Centre : Various
Course Ref	Start date:
Day / time various	No of week: 10 sessions

Please respond to all of the following questions

External accreditation on offer: Tasks/Assignments 1 st 4Sport	
Diagnostic Assessment (either IT or paper-based) n/a	
Induction and support to be made available to learners: Please <input checked="" type="checkbox"/> Induction process <input checked="" type="checkbox"/> Health & Safety <input checked="" type="checkbox"/> Equality and Diversity <input checked="" type="checkbox"/> Complaints Procedure/Customer Care <input checked="" type="checkbox"/> Any Child Protection Issues <input checked="" type="checkbox"/> 'Here to Help' Scheme <input checked="" type="checkbox"/> Learning support <input checked="" type="checkbox"/> Support and reassurance: form filling/assessment/accreditation/progression <input checked="" type="checkbox"/>	Other support being offered
Range of teaching strategies and assessment methods you will use: Teaching strategies: Discussion, practical, 1-1, small group, blended learning Assessment methods: observation, directed questioning, completion of task, quiz, multiple choice	
Range of teaching and learning resources you will use: Level 1 packs, flipcharts, online, DVD, cd-rom	
Learners' REVIEWS will take place at the following times: learners will be asked to continually review their learning with reviews taking place at the end of the course	
Range of Progression pathways your learners will have access to: level 2 courses internally and externally, other sporting course, voluntary and paid work within football environments	
How will you evaluate your course? Weekly on lesson plan to aid future planning, end of course with partner deliver and individually	



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Core skills in addition to subject specific:

Literacy and numeracy support throughout to ensure understanding of both written and verbal tasks including glossary of terms – explicit detail on lesson plan. Additional 1-1 help to be offered where appropriate to ensure full participation

ICT – range of websites, using digital imagery to record assessment both for learner and tutor evaluation

Please indicate which of the following **Every Child Matters** outcomes this course covers:

1. Be healthy 2. Stay safe 3. Enjoy and achieve
4. Make a positive contribution 5. Achieve economic well-being

DRAFT



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1	<ul style="list-style-type: none"> To understand how the course is set up and what is expected of them. Undertake initial screening for literacy needs To complete the activity 'what makes a good coach?' for assessment purposes 	<ul style="list-style-type: none"> make an informed decision whether the course at this time is relevant for them or should be referred to a later date have had any additional core skills needs recognised and an action plan put into place identify 5 key points on what makes a good coach 		<ul style="list-style-type: none"> Explanation of the course from both a HAC and Chelsea viewpoint with a completion of relevant paperwork and the importance of H and S. learners to complete core skills IA and issues arising from this to be addressed by the tutor on an individual basis In small groups complete a representation of what makes a good coach using a caricature - at least 5 key points. Teacher 	<ul style="list-style-type: none"> essential paperwork and discussion IA Flipchart, pens 	<ul style="list-style-type: none"> q and a completion of IA and results from it observation and completion of task

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				to observe who leads, active participants, reluctant learners etc		
2,3,4	Gaining knowledge in relation to the topics that are within the assessment practical weekend	Have gained understanding of at least 3 topics each session which directly relate to the FA module		*coach to deliver topics with learners participating where appropriate * learners leading with others participating	Balls, bibs, cones	Observation, directed questioning

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5	<ul style="list-style-type: none"> player and coach development football club administration set home studies task both soccer parent and laws of the game 	<ul style="list-style-type: none"> understand what the benefits of mini soccer are, adaptations made, understand the characteristics of each age group, understand basic overuse injuries list the 6 things needed when setting up a new football club, develop a timetable of action, list things to consider when planning a football festival complete the home study task in relation to soccer parent 		<ul style="list-style-type: none"> in small groups allocate activities from task 1 for group discussion and then feedback for whole group discussion as above coach/tutor to explain the requirements of home study task and answer questions accordingly and put into place any additional needs that may be required 	Level 1 packs, flipcharts, dictionaries, pens	Completion of task, directed questioning, presentation, observation

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6	<ul style="list-style-type: none"> review home study task understand what football for all means assessment of laws of the game explain about following sessions and their make up 	<ul style="list-style-type: none"> to share completed home studies task define what football for all means, give four examples of under-represented groups in football, have a brief knowledge of different classifications of disabilities complete laws of the game assessment confidently achieving 7 out of 9 understand what is required from the remainder of the course 		<ul style="list-style-type: none"> learners to share results from home studies task and coach to mark accordingly in small groups allocate activities from task 1 for group discussion and then feedback for whole group discussion learners to complete multiple choice teacher/coach to explain set up and what is required 		Completion of tasks, questioning, observation,

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7,8	<ul style="list-style-type: none"> • first aid • child protection 	<ul style="list-style-type: none"> • will have completed emergency first aid competently • will understand basic principles of child protection and safeguarding 		<ul style="list-style-type: none"> • * external delivery for both sessions with HAC tutor present to support where necessarily 		
9, 10	<ul style="list-style-type: none"> • Completion of practical assessment • Advice and guidance in relation to progression 	<ul style="list-style-type: none"> • have completed an internal assessment of their skills within a small group • completed and passed successfully an external assessment of their practical skills individually • know where to access their next stage if appropriate 		<ul style="list-style-type: none"> • learners to participate in a range of topics delivered by coach educator followed by small group delivery of same topics with each learner being allocated a specific session • Each learner to deliver a given topic to peers, producing a 	Balls, bibs, pitch, cones, level 1 packs	Observation against fixed criteria to meet 1 st 4sport standards. Directed questioning, feedback from learners.

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				session plan and setting up appropriate space <ul style="list-style-type: none">Teacher to explain what opportunities are available next and where to access them with opportunities for q and a		