

# Family literacy, language and numeracy

Family learning impact funding – Wider Family Learning

Havering Adult College Scheme of Work



Approved

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

Please respond to all of the following questions

|  |                             |
|--|-----------------------------|
| <b>External accreditation</b> on offer:  |                             |
| <b>Tasks/Assignments</b>   | 1 <sup>st</sup> 4Sport      |
| <b>Diagnostic Assessment</b> (either IT or paper-based)<br>n/a   |                             |
| <b>Induction and support</b> 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"/><br>Complaints Procedure/Customer Care <input checked="" type="checkbox"/> Any Child Protection Issues <input checked="" type="checkbox"/><br>'Here to Help' Scheme <input checked="" type="checkbox"/> Learning support <input checked="" type="checkbox"/><br>Support and reassurance: form filling/assessment/accreditation/progression <input checked="" type="checkbox"/> | Other support being offered |
| Range of <b>teaching strategies</b> and <b>assessment methods</b> you will use:<br><b>Teaching strategies:</b> Discussion, practical, 1-1, small group, blended learning<br><b>Assessment methods:</b> observation, directed questioning, completion of task, quiz, multiple choice  |                             |
| <b>Range of teaching and learning resources</b> you will use:<br>Level 1 packs, flipcharts, online, DVD, cd-rom  |                             |
| <b>Learners' REVIEWS</b> 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 <b>Progression pathways</b> 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 <b>evaluate</b> 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                   | <input checked="" type="checkbox"/> | 2. Stay safe                   | <input checked="" type="checkbox"/> | 3. Enjoy and achieve | <input checked="" type="checkbox"/> |
| 4. Make a positive contribution | <input checked="" type="checkbox"/> | 5. Achieve economic well-being | <input checked="" type="checkbox"/> |                      |                                     |

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| Session | Theme or context of lesson<br><small>This is the main focus of the session</small>  | Lesson Outcomes<br><small>skills/knowledge/understanding</small><br><br><small>By the end of the lesson learners will be able to:</small>  | Curr. Refs | Activities (Teacher/Learner)   | Resources to be used  | Assessment method   |
|---------|---|--|------------|--|---|---|
| 1       | <ul style="list-style-type: none"> <li>To understand how the course is set up and what is expected of them.</li> <li>Undertake initial screening for literacy needs</li> <li>To complete the activity 'what makes a good coach?' for assessment purposes</li> </ul> | <ul style="list-style-type: none"> <li>make an informed decision whether the course at this time is relevant for them or should be referred to a later date</li> <li>have had any additional core skills needs recognised and an action plan put into place</li> <li>identify 5 key points on what makes a good coach</li> </ul> |            | <ul style="list-style-type: none"> <li>Explanation of the course from both a HAC and Chelsea viewpoint with a completion of relevant paperwork and the importance of H and S.</li> <li>learners to complete core skills IA and issues arising from this to be addressed by the tutor on an individual basis</li> <li>In small groups complete a representation of what makes a good coach using a caricature - at least 5 key points. Teacher</li> </ul> | <ul style="list-style-type: none"> <li>essential paperwork and discussion</li> <li>IA</li> <li>Flipchart, pens</li> </ul> | <ul style="list-style-type: none"> <li>q and a</li> <li>completion of IA and results from it</li> <li>observation and completion of task</li> </ul> |

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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<br>* learners leading with others participating | Balls, bibs, cones   | Observation, directed questioning |

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|---------|---|---|------------|---|---|---|
| 5       | <ul style="list-style-type: none"> <li>player and coach development</li> <li>football club administration</li> <li>set home studies task both soccer parent and laws of the game</li> </ul> | <ul style="list-style-type: none"> <li>understand what the benefits of mini soccer are, adaptations made, understand the characteristics of each age group, understand basic overuse injuries</li> <li>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</li> <li>complete the home study task in relation to soccer parent</li> </ul> |            | <ul style="list-style-type: none"> <li>in small groups allocate activities from task 1 for group discussion and then feedback for whole group discussion</li> <li>as above</li> <li>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</li> </ul> | Level 1 packs, flipcharts, dictionaries, pens | Completion of task, directed questioning, presentation, observation |

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

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

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