

# Family literacy, language and numeracy

Family learning impact funding – Wider Family Learning



<b>Course Title:</b> Football skills course		<b>Level of Learning:</b> Level 1	<b>Length of Session:</b> 1.75 hours to 6 hours
<b>Course length:</b> 26 to 32 hours (depending on level of additional support needed) <b>Accreditation:</b> 1st4sport Level 1 Certificate in Coaching Football (L1CCF)		<b>Start Date:</b>	<b>End Date:</b>
<b>Date &amp; Time:</b> Various: evening and daytime	<b>Location:</b> secondary school	<b>Age range of children:</b> 14 - 16	
<b>ECM Outcome:</b> <ul style="list-style-type: none"> <li>Stay safe ✓</li> <li>Be healthy ✓</li> <li>Enjoy &amp; achieve ✓</li> <li>Make a positive contribution ✓</li> <li>Achieve economic well-being ✓</li> </ul>		<b>Curriculum Focus:</b> (WFL)	<b>Sustainable development:</b> <input type="checkbox"/> <b>Community cohesion:</b> <input type="checkbox"/> <b>Arts &amp; culture:</b> <input type="checkbox"/> <b>Health &amp; well-being:</b> ✓

Accreditation information: [http://www.1st4sportqualifications.com/candidate\\_information/qualifications/qualificationbin/L1CCF.htm](http://www.1st4sportqualifications.com/candidate_information/qualifications/qualificationbin/L1CCF.htm)

# Family literacy, language and numeracy

## Family learning impact funding – Wider Family Learning

Session	Theme or context of lesson <small>This is the main focus of the session</small>	Lesson Outcomes <small>skills/knowledge/understanding</small>  <small>By the end of the lesson learners will be able to:</small>	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 five key points on what makes a good coach</li> </ul>	<p>Explanation of the course from both a HAC and Chelsea viewpoint with a completion of relevant paperwork and the importance of H and S.</p> <p>Learners to complete core skills IA and issues arising from this to be addressed by the tutor on an individual basis</p> <p>In small groups complete a representation of what makes a good coach using a caricature – at least 5 key points. Teacher to observe who leads, active participants, reluctant learners etc</p>	<p>Essential paper work and discussion</p> <p>IAG including SfL screening Smart Move Skills Check  <a href="http://www.toolslibrary.co.uk/standard.htm">http://www.toolslibrary.co.uk/standard.htm</a></p> <p>Flipchart, pens</p>	<p>Q and A</p> <p>Completion of IA and results from it</p> <p>Observation and completion of task</p>

# Family literacy, language and numeracy

## Family learning impact funding – Wider Family Learning

Session	Theme or context of lesson <small>This is the main focus of the session</small>	Lesson Outcomes <small>skills/knowledge/understanding</small>  <small>By the end of the lesson learners will be able to:</small>	Activities (Teacher/Learner)	Resources to be used	Assessment method
2, 3, 4	<ul style="list-style-type: none"> <li>Gaining knowledge in relation to the topics that are within the assessment practical weekend</li> </ul>	<ul style="list-style-type: none"> <li>have gained understanding of at least three topics each session which directly relate to the FA module</li> </ul>	<p>Coach to deliver topics with learners participating where appropriate</p> <p>learners leading with others participating</p>	Balls, bibs, cones	Observation, directed questioning
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 six 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>	<p>In small groups allocate activities from task 1 for group discussion and then feedback for whole group discussion</p> <p>As above</p> <p>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</p>	Level 1 packs, flipcharts, dictionaries, pens	Completion of task, directed questioning, presentation, observation

# Family literacy, language and numeracy

## Family learning impact funding – Wider Family Learning

Session	Theme or context of lesson This is the main focus of the session	Lesson Outcomes skills/knowledge/understanding By the end of the lesson learners will be able to:	Activities (Teacher/Learner)	Resources to be used	Assessment method
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>	<p>Learners to share results from home studies task and coach to mark accordingly</p> <p>In small groups allocate activities from task 1 for group discussion and then feedback for whole group discussion</p> <p>Learners to complete multiple choice</p> <p>Teacher/coach to explain set up and what is required</p>		Completion of tasks, questioning, observation,
7, 8	<ul style="list-style-type: none"> <li>First aid</li> <li>Child protection</li> </ul>	<ul style="list-style-type: none"> <li>complete emergency first aid competently</li> <li>will understand basic principles of child protection and safeguarding</li> </ul>	<p>External delivery for both sessions with HAC tutor present to support where necessarily</p>		

# Family literacy, language and numeracy

## Family learning impact funding – Wider Family Learning

Session	Theme or context of lesson <small>This is the main focus of the session</small>	Lesson Outcomes <small>skills/knowledge/understanding</small>  <small>By the end of the lesson learners will be able to:</small>	Activities (Teacher/Learner)	Resources to be used	Assessment method
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>	<p>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.</p> <p>Each learner to deliver a given topic to peers, producing a session plan and setting up appropriate space.</p> <p>Teacher to explain what opportunities are available next and where to access them with opportunities for Q&amp;A.</p>	Balls, bibs, pitch, cones, level 1 packs	<p>Observation against fixed criteria to meet 1<sup>st</sup> 4sport standards.</p> <p>Directed questioning, feedback from learners.</p>