

**Cycle 1 Homelearning**

**Subject: OCR Sport Studies**

**Year 10**

This cycle you are learning about: R053 Sport Leadership

|  |  |
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| Identifying Different Leadership roles | Week 1 |
| Leadership Qualities | Week 3 |
| Leadership Styles | Week 5 |
| Risk assessment – Risks/Hazards  | Week 7 |
| Assessment week (Risk assessment) | Week 8 |
| Superteaching week (Risk assessment review and emergency procedures) | Week 9 |

**Expectations**

* To complete each task on time for the first lesson of OCR sport studies of the weeks stated.
* Failure to hand it will lead to an automatic hour detention after school on Wednesday P6 to catch up.
* HL booklet to be with you every OCR sport studies lesson

**Name:**

**Class:­**

**Teacher:**

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| This is Steph Houghton. Identify what kind of sports leadership role she is. **Sports Leadership role:** | This is Nigel Owens. Identify what kind of sports leadership role he is. **Sports Leadership role:** | This is Gareth Southgate Identify what kind of sports leadership role he is. **Sports Leadership role:** |
| This is Jessica Ennis-Hill. Identify what kind of sports leadership role she is. **Sports Leadership role:** | This is Bear Grylls. Identify what kind of sports leadership role he is. **Sports Leadership role:** | These are PCSA staff. Identify what kind of sports leadership role they are: **Sports Leadership role:** |
| This is Eddie Jones. Identify what kind of sports leadership role he is.**TASK 2: Can you think of a time where you or someone you know has been one of these sports leadership roles? What sort of qualities did you/they show?**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Sports Leadership role:** |
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**WEEK 1 – Identifying different Sport Leadership roles**

**Date due in:**

**TASK 1: Match the correct sport leadership role to the individual.**

**They could be any of the following; captain, coach, team manager, expedition leader, PE teacher, sport official or a sporting role model.**

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**WEEK 3 – Leadership Qualities**

**Date due in:**

**TASK 1: Add in the correct personal qualities that matches the description.**

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| **Personal Quality** | **Description** |
|  | The personal quality that means you are certain of your abilities or have trust in people, plans, or the future. |
|  | The personal quality that means you are trustworthy or of performing consistently well. |
|  | The personal quality that means you have the ability to convey or share ideas and feelings effectively |
|  | The personal quality that means you are consistently on time or early. |
|  | The personal quality that means you can use your imagination or original ideas to create something or invent something new or different |

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| **Role-related responsibility** | **Description** |
|  | The role related responsibility that means you have good knowledge of how to be protect players within the sport or physical activity to reduce injury. |
|  | The role related responsibility that means you have good knowledge of the sport or physical activity. |
|  | The role related responsibility that means you have good knowledge of how to treat injuries that happen in the sport or physical activity. |
|  | The role related responsibility that means you have good knowledge of the game including fair play, what a foul is, when goals are scored. |
|  | The role related responsibility that means you have good knowledge of how to keep young people safe within the sport or physical activity. |

**TASK 2: Add in the correct role-related responsibility that matches the description.**

**WEEK 3 – Leadership Qualities continued**

**Date due in:**

**TASK 3: Identify the personal qualitiies and role related responsibilities these people might need.**

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| **Owen Farrell-Rugby Captain** | **Personal Qualities** | **Role-related responsibilties** |
| **Ant Middleton-Expedition Leader** | **Personal Qualities** | **Role-related responsibilties** |
| **PE Teacher** | **Personal Qualities** | **Role-related responsibilties** |
| **Michelle Joubert-Hockey Umpire** | **Personal Qualities** | **Role-related responsibilties** |
| **Mikel Arteta-Manager** | **Personal Qualities** | **Role-related responsibilties** |
| **Serena Williams- Role Model** | **Personal Qualities** | **Role-related responsibilties** |
| **Chris Silverwood- Cricket Coach** | **Personal Qualities** | **Role-related responsibilties** |

**WEEK 5 – Leadership Styles**

**Date due in:**

**TASK 1: Add in these descriptions to fit the correct leadership style.**

* Makes all the decisions, takes a direct approach and task orientated, beneficial when decisions need to be made quickly, considers others opinions but still makes the final decision.
* Considers others ideas, takes an indirect approach and person orientated, requires time and knowledgeable participants.
* Provides little support on decisions, takes an indirect approach and delegates, effective when group is highly skilled and motivated.

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| **Leadership Style** | **Description** |
| Autocratic |  |
| Democratic |  |
| Laissez-faire |  |

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| **TASK 2: Identify which type of leadership style each of these people would be**  | **Michelle Joubert-Hockey Umpire****Leadership Style:** |
| **Ant Middleton-Expedition Leader****Leadership Style:** | **Mikel Arteta-Manager****Leadership Style:** |
| **PE Teacher****Leadership Style:** | **Serena Williams- Role Model****Leadership Style:** |
| **Chris Silverwood- Cricket Coach****Leadership Style:** | **Owen Farrell-Rugby Captain****Leadership Style:** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Image result for pe lessonA** | **Image result for pe lessonB** | Image result for pe lesson**C** | Image result for pe lesson**D** |
| Risks | Risks | Risks | Risks |

**WEEK 7 – Different Risks**

**Date due in:**

**TASK 1: Using the pictures, highlight 5 risks/hazards that may take place within the session.**

**TASK 2: Corrective action.**

**Definition coloured in:**

**Purpose coloured in:**

**Example coloured in:**

A coach checking players stud quality before a game of football to ensure safety.

Used to keep participants safe and reduce the risks within the session.

**TASK 3: What might the hazard be to the corrective action above?**

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Action taken to eliminate the potential hazards when delivering a sport session.

**TASK 4: Circle the hazards in the picture below.**

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**WEEK 8 – Risk Assessment**

**Date due in:**

**TASK 1: Identify the order in which you create a risk assessment. Start with the 1st step in the 1st box etc.**

**TASK 2: Using the risks/hazards identified. Explain what corrective action would be in place to stop this happening in a sports session.**

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| **Risk/Hazard** | **Corrective Action (How you would prevent this happening)** |
| Jewellery getting caught in clothing   |  |
| Getting long hair caught in equipment  |  |
| Choking on chewing gum   |  |
| Dangerous tackles   |  |
| Long nails causing scratches |  |
| Trip hazards within the sports hall/gym   |  |
| Damage to shins during a tackle in football  |  |
| Damage to teeth from ball/stick in hockey |  |
| The playing surface being uneven, too wet or too slippy |  |
| Litter causing danger and trip hazards   |  |
| Extreme weather conditions (hot or cold)  |  |

**TASK 3: Identify the 4 emergency procedures you would need to describe in your risk assessment.**

1.­­­­­­­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**WEEK 9 – Risk assessment review and emergency procedures**

**Date due in:**

**TASK 1: Review your risk assessment you have created as part of your assessment. Have you included the following:**

* General information (activity, facility, participants)

• Identify potential risks

• Severity of that risk (low, medium, high or 1 - 5)

• Probability of the risk (low, medium, high or 1 - 5)

• Corrective action

**How could you improve your risk assessment?**

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**TASK 2: What would you do if these emergency procedure situations happened in your session?**

1.­­­­­­­­­­­­­­­­­­­­­­­­­­­ A fire drill occurs

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2. A participant fractures their arm

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3. A participant gets a contusion from getting hit/knocked by equipment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. A participant has an asthma attack

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