

Chapter 4: Health, fitness and well-being

Lesson	Lesson Topic	In Class Tasks
1	Physical, Emotional and Social Health	<p>Starter Activity: Pupil questionnaire of activity levels</p> <p>Teacher to present PowerPoint</p> <p>Pupils to write out key words and definitions in exercise books</p>
2	Sedentary Lifestyle	<p>Starter Activity: Pupils to stick in obesity graph and answer questions regarding the trend of the data</p> <p>Teacher to present PowerPoint</p> <p>Class Task: Pupils to plot BMI of elite athletes (and themselves if they wish - this is strictly optional)</p>
3	Lifestyle Choices	<p>Starter Activity: Discuss the lifestyle choices of the 4 people on slide 3</p> <p>Teacher to present PowerPoint</p> <p>Pupils to write out key words and definitions in exercise books</p>
4	Lifestyle Choices	<p>Teacher to present 9 mark exam question</p> <p>Class to discuss A01 A02 and A03</p> <p>Class to complete 9 marker - writing up their answer in full in exercise books</p> <p>Teacher to hand out model answer/mark scheme for pupils to stick in exercise books</p>
5	A Balanced Diet	<p>Teacher to present PowerPoint</p> <p>Class Task: Pupils to complete Diet work sheet throughout lesson</p> <p>Extension Task: Discuss and create a plan for a 9 mark question about diet</p>
6	Optimum Weight and Energy Balance	<p>Teacher to present PowerPoint</p> <p>Class Task: Pupils to stick in and annotate pictures of gymnast/sumo wrestler regarding their optimum weight</p>
7	Lesson 1-6 Revision	<p>Teacher to summarise topics from Chapter 4 - mind map on board</p> <p>Pupils to contribute to mind map and create their own in exercise books - teacher can then give master copy out</p> <p>Pupils to work through practice exam questions</p> <p>Teacher to give students mark scheme for practice questions at the end of the lesson</p>
8	Topic Test Lessons 1-6	<p>Pupils given whole lesson to complete Topic Test</p> <p>Teacher to mark tests for next lesson</p>
9	Topic test Feedback (DIRT)	<p>Teacher to discuss mark scheme with pupils</p> <p>Pupils to annotate test papers where marks have been lost (purple pen)</p> <p>Pupils performing below aspirational targets will either re-write 9 mark question or re-sit whole test during intervention</p>
Teacher to collect books/folders for marking. Traffic light stickers given relating to pupil progress towards aspirational targets		
END OF UNIT		

Chapter 5: Sport Psychology

Lesson	Lesson Topic	In Class Tasks
1	Classification of Skills	<p style="text-align: center;">Starter Activity: Pupil's to think of different skills from a variety of different sports</p> <p style="text-align: center;">Teacher to present PowerPoint</p> <p style="text-align: center;">Pupils to complete work sheet out</p> <p style="text-align: center;">Allow pupils to attempt skill classifications on the continuums on scrap paper or mini whiteboard</p>
2	Classification of Skills Re-Cap	<p style="text-align: center;">Starter Activity: Pupil peer assessment of homework activity</p> <p style="text-align: center;">Teacher to present PowerPoint recapping previous lesson</p> <p style="text-align: center;">Class Task: Environmental factors 9 marker</p>
3	Practice Structures	<p style="text-align: center;">Starter Activity: Pupils self-assessment of 9 marker and practice exam questions</p> <p style="text-align: center;">Teacher to present PowerPoint on Practice Structures</p> <p style="text-align: center;">Pupils to make notes in exercise books and complete example exam questions</p>
<i>If teacher wishes, practice structures is a topic which may lend itself nicely to being taught as a practical lesson</i>		
4	Guidance	<p style="text-align: center;">Starter Activity: Recap of Practice Structures exam style questions (from end of lesson 3)</p> <p style="text-align: center;">Pupils to make notes in exercise books</p> <p style="text-align: center;">Class tasks include: Origami (visual) and Paper airplane attempt from teacher instructions (verbal)</p>
5	Feedback	<p style="text-align: center;">Starter Activity: Pupils to stick in markscheme for Guidance 9 marker then discuss what they think 'feedback' is</p> <p style="text-align: center;">Teacher to present PowerPoint on Feedback</p> <p style="text-align: center;">Pupils to make notes in exercise books</p> <p style="text-align: center;">Class task: Pupils to discuss what types of feedback is available during 4 sporting scenarios (split class into 4 groups)</p>
6	Feedback	<p style="text-align: center;">Starter Activity: Mark scheme of intrinsic feedback exam question</p> <p style="text-align: center;">Class task: Pupils to discuss A01, A02 and A03 elements of Feedback 9 marker</p> <p style="text-align: center;">Pupils to attempt 9 marker (25 mins max): Evaluate the relative importance of intrinsic and extrinsic feedback for an experienced badminton player and someone just beginning to learn the game.</p> <p style="text-align: center;">Teacher to go through mark scheme - pupils to stick this in their books and self-mark (DIRT)</p>
<i>If teacher wishes, 9 mark question can be completed as a homework task for lesson 5, although DIRT work following the task is crucial</i>		
7	Goal Setting Mental Preparation	<p style="text-align: center;">Pupils will have already covered much of Goal Setting during PEP</p> <p style="text-align: center;">Teacher to present PowerPoint with pupils making notes in exercise books</p> <p style="text-align: center;">Class task: Pupils to complete the 3 exam style questions</p> <p style="text-align: center;">Teacher to go through mark scheme of questions - pupils to make notes (DIRT)</p>
8	Topic Test Lessons 1-7	<p style="text-align: center;">Pupils given whole lesson to complete Topic Test</p> <p style="text-align: center;">Teacher to mark tests for next lesson</p>
9	Topic test Feedback (DIRT)	<p style="text-align: center;">Teacher to discuss mark scheme with pupils</p> <p style="text-align: center;">Pupils to annotate test papers where marks have been lost (purple pen)</p> <p style="text-align: center;">Pupils performing below aspirational targets will either re-write 9 mark question or re-sit whole test during intervention</p>
Teacher to collect books/folders for marking. Traffic light stickers given relating to pupil progress towards aspirational targets		
END OF UNIT		

Chapter 6: Socio-Cultural Influences

Lesson	Lesson Topic	In Class Tasks
1	Participation Rates	<p>Starter Activity: Pupil's to discuss graphical data in pairs/small groups</p> <p>Teacher to present PowerPoint</p> <p>Pupils to make notes in exercise books</p>
2	Participation Rates	<p>Pupils to attempt 9 mark exam question</p> <p>Class environment should be silent, with pupils using their notes to complete the work</p> <p>Teacher to give out mark scheme - pupils to stick these in their books</p>
<p><i>If teacher wishes, Participation rates 9 marker can be completed for H/W after Lesson 1 - in which case Lesson2 should include DIRT work on their answer using mark scheme</i></p>		
3	Commercialisation	<p>Starter Activity 1: Pupil's to discuss exam question regarding how age influences participation (without looking in their books)</p> <p>Starter Activity 2: Pupil's to stick in and discuss Olympic broadcasting data - write out answers in books after class discussion</p> <p>Teacher to present PowerPoint</p> <p>Pupils to make notes in exercise books</p> <p>Class task: lots of opportunity for discussion throughout lesson</p>
4	Behaviour in Sport	<p>Starter Activity 1: DIRT analysis on homework exam question</p> <p>Starter Activity 2: Pupil's to discuss their interpretations of the key words 'sportsmanship', 'gamesmanship' and 'deviant behaviour'</p> <p>Teacher to present PowerPoint</p> <p>Pupils to make notes in exercise books - lesson contains lots of video clips and discussion opportunities</p> <p>Class task: Exam Question (4 marks)</p>
5	Topic Test Lessons 1-4	<p>Pupils given whole lesson to complete Topic Test</p> <p>Teacher to mark tests for next lesson</p>
6	Topic test Feedback (DIRT)	<p>Teacher to discuss mark scheme with pupils</p> <p>Pupils to annotate test papers where marks have been lost (purple pen)</p> <p>Pupils performing below aspirational targets will either re-write 9 mark question or re-sit whole test during intervention</p>
<p>Teacher to collect books/folders for marking. Traffic light stickers given relating to pupil progress towards aspirational targets</p>		
<p align="center">END OF UNIT</p>		