Welsh Baccalaureate Learning Plan -\*\*\*\*\*

COMMUNITY CHALLENGE KS4

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| Learning Activity  | Skills Development  | Resources   | Differentiation  | Learning Outcome/Assessment  | Lesson  |
| 1. Introduce Sports Leader to the class Look into the needs of the community
2. Look at CONWY data ‘School sports survey’ and explain there was a ‘need’ for more activities for girls and, therefore, ‘Only girls allowed’ was set up.
 |  | Digital Record Book (evidence) or digitally on GwE to include: * SC checklist/marking scheme 1.1
* PPT 1
* Conwy sports data
* Example of a paragraph to identify need
* Sports Leader book (schools will need to pay for this to acquire the certificate)
 |  | Understanding of the task and start on planning process  | 1  |
| 1. Look at examples of different skills (sports leaders book) and training on how to develop them
2. Undertake own skills audit for being a leader (general)
 | **Personal effectiveness** Self-assessment: Assess personal skills and virtues, strengths and weaknesses Commitment to learning and self-improvement **Digital Literacy** **Personal Effectiveness** Self-assessment: Assess personal skills and virtues, strengths and weaknesses. Commitment to learning and self-improvement  | * Sports leader book
* Example of Excel skills audit
 | Worksheets to be adapted to the ability of the class  |  | 2 |
| 1. Learn how to set aims and objectives by looking at PPT and other tasks in the Sports Leader book
2. Learn how to draw up an action plan
* How to set SMART targets
* How to create a timetable and review achievements
* How to manage group work and appoint roles within the group
* How to undertake a risk assessment
* Make a list of resources/training needed for the CONWY training (Only Girls Allowed posters?)
 | **Literacy Planning and Organisation**  Develop **Critical Thinking and Problem Solving** **Planning and Organisation** **Personal Effectiveness** Aims and objectives  | * SPORTS LEADER book
* Only Girls Allowed posters
 | Adapt PPT to the needs of the class  |  | 3-8 |
| 1. How to evaluate both orally and on paper. Look at an example of an evaluation of the Only Girls Allowed programme
 | **Literacy** **Critical Thinking and Problem Solving**  | * Example of evaluation of Only Girls Allowed programme
* Questionnaire for pupils who have taken part in the Only Girls Allowed programme
 | Checklist for some pupils  | Able to identify good features of an evaluation Express an opinion on how to improve in the future.LO2  |  |
| 1. Introduce the brief to the pupils
 |  | * Introduce the brief (sports training plan for school pupils and staff to promote healthy living) to the pupils. Last slide of PPT from lesson 1
 |  | Able to set aims and objectives independently. Able to plan effectively. Able to plan effectively and purposefully. Identify important features of an action plan.LO1LO2LO1 | 9 |
| 1. Look at SCHOOL Sports Survey data and pupils to identify a need (provide no support: this is part of an assessment).
2. Pupils to write a paragraph identifying a need and to think of ideas individually
 |  | * School data for Sports Survey
 |  | **Teacher assessment: pupil is able to identify a Community need from looking at the data**  | 9 |
| 1. ASSESSMENT 1: complete skills audit to ascertain skills/virtues Complete this in ICT form and save a record of it in their BAC > community folder
 |  | Blank skills audit (blank Excel but with formulas) : what skills do they have for taking part in a sports training scheme and how will they develop the skills they need to acquire.  |  | **Identify which skills they already have. Able to recall the different skills required for a specific post and identify how to improve them****LO2****LO2** | 9 |
| 1. ASSESSMENT 2: Write an action plan in ICT form. Present it to the class and peer assess.
2. Pupils to draw up an action plan individually in ICT form and present it to the class and peer assess in a group. Discuss and note ideas and develop a plan. Individually, draw up a plan in digital form and save it.
 | **Literacy** Self-assessment: Assess personal skills and virtues, strengths and weaknesses. Commitment to learning and self-improvement  | * Peer assessment sheet for action plans
* Blank template for action plan
 | Adapt the task to the needs of the class  | **ASSESSMENT 2: Activity plan assessment in the Evidence Booklet/digital** Able to identify appropriate features of an action plan and share good practice. Able to deal with problems individually and improve their own work. LO2 | 10 |
| 1. Monitor the CHALLENGE (10 hours) and keep evidence (photos/videos). Gather the views of pupils taking part Ideas:
* School to arrange a multisport day and invite a local primary school for 1 day so that pupils can complete 5 hours. Pupils themselves then to arrange training sessions during lunch break so as to complete the additional 5 hours (and more).
* Pupils to work with year 7 pupils for 10 hours
* Pupils to arrange lunch time/after school activities
* School to arrange a skills week – an opportunity to complete some hours
 | **Numeracy** **Digital Literacy** **Planning and Organisation** **Personal Effectiveness** Assist in the local community. Note community needs. Show empathy with people of different ages and from different backgrounds and situations. Acquire additional information, complete relevant training, develop interpersonal skills, health and safety procedures and risk assessment  | * Keeping a record of evidence page
* Teacher Evidence page WJEC 17.3
 | Additional support for some pupils  | **ASSESSMENT 3:** **Evidence of statement of confirmation** Able to demonstrate interpersonal skills Provide a successful service for the community LO1LO2LO3 | **11 (independent time/lunch time)**  |
| 1. Write an evaluation in digital form. Save the document with the action plan and skills audit **(remember to write which skills have been developed and what IMPACT the sports training has had on the community).**
 | **Literacy** **Digital Literacy** self-assessment: Record and review achievement against targetsSelf-management: Reflect on personal performance, use self-evaluation resources  |  |  | **ASSESSMENT 4: Evidence of personal reflection in the Evidence Booklet/digital** Evaluate successfully, effectively and in a detailed manner LO2LO3 | **13** |