



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

2003

**SUBJECT REFERENCE:
PHYSICAL EDUCATION 2.7**

Internal assessment resource reference number:
PhysEd/2/7 – A version 3

“Cricket Leadership of Junior Students”

Supports internal assessment of:

Achievement Standard 90438

Explore leadership strategies in a group or team physical activity

Credits: 3



Cricket in the Secondary School Curriculum

The last two years have seen New Zealand Cricket begin to implement its Community Cricket initiatives aimed at revitalising the health and well-being of secondary schools and clubs. Community Cricket Coordinators have been appointed in associations and districts to deliver these initiatives. An integral aspect of their role is to identify and form strong links between secondary schools and their community cricket clubs. To assist facilitate this relationship and allow the Community Cricket Coordinators to operate effectively in secondary schools, Mark Lane, National Development Officer at New Zealand Cricket has designed a comprehensive 'Cricket Leadership Course' for use with Year 12 and 13 students.

The Cricket Leadership Course is a comprehensive programme comprising sixteen lessons that cover the theoretical and practical aspects of leadership, coaching and officiating. Cricket is the theme of the course and the aim of the programme is to upskill students as leaders in terms of coaching and umpiring and to encourage them to take more of an active role in sport in their school or club environment.

A trial of the course was first undertaken at Christ College in 2001, and subsequently has been taught in over twenty secondary schools around the country. The students complete a generic module on leadership, then focus on two specific modules of leadership in sport, namely coaching and umpiring. At the end of each of the latter two modules they complete assessment activities to qualify them for the New Zealand Cricket MILO Have-A-Go Cricket coaching award and 'Cricket Law –The Next Step' umpiring qualification.

The success of the course has prompted some secondary schools to suggest that New Zealand Cricket modify this course in terms of the assessment activities so that it meets the criteria for qualifying as an achievement standard. As a result New Zealand Cricket seconded Jason Fahey, a Physical Education teacher from Rangiora High School to make the necessary assessment changes. The course now is able to meet the criteria for the Year 12 Physical Education achievement standard 2.7 which 'explores leadership strategies in a group or team physical activity'.

This newly modified course has recently been tried with the Year 12 Physical Education students at Linwood College by Canterbury Cricket Association's Community Cricket Coordinator, Nigel Marsh, along with New Zealand Cricket development personnel Alec Astle and Mark Lane who developed the programme. The students covered the three course modules then spent four fun periods completing a coaching practicum with the pupils of Room 20 at Linwood Avenue Primary. The success of this trial has encouraged New Zealand Cricket to make both versions of the Cricket Leadership Course available to secondary schools through its Community Cricket programme. It is intended that the courses, with the appropriate student resources, will be made available on a CD Rom.

Ideally the course is best taught by the Community Cricket Coordinators during terms 2 and 3 when they are not preoccupied with organising and running cricket playing and coaching programmes. If as a secondary school you are interested in being involved with the course please contact your local cricket association.

Teacher Guidelines:

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource. It is based on the Exemplar "Leadership of Junior Students" Version 3.

This unit of work covers Achievement Objectives A3, B4, C3, and D1 of Level 7 of Health and Physical Education in The New Zealand Curriculum.

Context/setting:

The Achievement Standard is run in conjunction with the 'MILO Have-A-Go Cricket' coaching qualification and 'Cricket Law - The Next Step' umpiring qualification developed by New Zealand Cricket. The guidelines indicate a minimum of 16 hours, with the recommendation that the coaching practicum be undertaken with groups of primary school children.

The teaching/learning programme includes the following and should be completed prior to the assessment activity.

- What is leadership?
- Various types of leadership roles within cricket
- Factors that make up the school cricket unit
- Key areas outside the school cricket unit that could develop leadership and strengthen the school cricket unit.
- Leadership strategies including communication, group management, self management, partnership, motivation, goal setting and planning of "back up" strategies
- Session planning

Conditions:

This assessment activity requires students to experience a leadership role. The leadership role has been specified as a Cricket Coach of junior students for a minimum of four sessions. Junior students may be Year 9 or 10 students, primary or intermediate students.

Note:

In completing this Achievement Standard students have the opportunity to complete the 'MILO Have-A-Go Cricket' coaching qualification and 'Cricket Law - The Next Step' umpiring qualification in conjunction with this achievement standard assessment schedule.

Personal strategies that contribute to effective functioning of a group or team are identified, practised and reviewed.

Communication should be a focus strategy. Students should consider specifics of voice, feedback, demonstration and role modelling.

Group management should be a focus strategy. Students should consider specifics of general organisation (before, during, and after the session) or boundaries (physical or behavioural)

Students are to choose **one** other strategy from the following range

- Self management
- Motivation
- Goal setting
- Planning of alternative activities.

Students should be encouraged to consider the group makeup i.e. age, sex, skill level, interests, disabilities.

Assessment:

Task 1

Students will need class time to plan their sessions.

Students are required to **implement strategies** during their sessions with junior students. Teacher observation should occur while students are taking their sessions with their students.

The teacher will be observing the following factors

- **identifies students clear confident communication**
- **shows initiative in effectively managing their group**
- **evidence from observation of the groups: skill improvement, teamwork, fair play, safety and enjoyment**
- **considers evidence from self review**
- **plus factors from the students 3rd strategy**

The time for each session may be stipulated to suit overall programme timing e.g. two students might take the group for half a period each. It is suggested the students work with a common group for the four sessions.

It is suggested that teachers gather evidence throughout the course and do not leave this until the final session

Task 2 and Task 3

To be completed in a class period at the conclusion of the course. Students will be able to refer to their session planners and leadership strategy sheets.

Students will use information from their planning, involvement, and evaluation of their leadership experience.

Lesson Overview:

Lesson 1

Hand out the 'Cricket Leadership for Junior Students' student manual

Course overview

What is Leadership?

Decision making exercise 1

Lesson 2

What sort of Leader are you?

Identify the different Leadership roles within cricket

Identify the factors that make up the School Cricket Unit

Decision making exercise 2 (optional)

Lesson 3

Hand out the umpire manual 'Cricket Law – The Next Step'. Students are to read a number of pages each night and then answer the related questions. These are marked at the start of the next lesson.

Identify the areas outside the School Cricket Unit that could develop leadership and strengthen the School Cricket Unit (a good chance to develop some critical thinking skills)

Discuss Leadership strategies including communication, group management, self management, partnership, motivation, goal setting and planning of "back up" strategies;

Decision making exercise 3 (optional)

Lesson 4

Continue discussion on Leadership strategies.

How to plan a session - teachers may wish to take students through a skeleton lesson using the MILO Have-A-Go Cricket framework and coaching video. A template of the session plan is provided but you may want to encourage students to use other formats that follow a play, teach, play format.

Lessons 5 and 6

Students become familiar with the cricket skills:

- Fielding - how to stop a ball
- Fielding - how to throw a ball
- Fielding - how to catch a ball
- Batting - how to hold the bat
- Batting - how to stand
- Batting - how to swing the bat
- Batting - how to hit the ball with a vertical bat
- Batting - how to hit the ball with a horizontal bat
- Bowling - how to hold a ball
- Bowling - how to bowl the ball

Lessons 7 and 8

Umpiring Law

Lesson 9

Planning for coaching session 1

The structure of each session should be as follows:

- Introduction and Warm up 5 minutes
- Skill 1 10 minutes
- Skill 2 10 minutes
- Modified Cricket Game 15 minutes
- Warm Down and Conclusion 5 minutes

Lessons 10 - 13

Task 1: Practical coaching sessions with junior students

Lesson 14

Umpiring Law Test

Lesson 15

Tasks 2 & 3: Leadership strategies analysed and evaluated.

Lesson 16

Presentation of certificates, results, evaluation of course, guest speaker and life after sport – with a focus on sport and recreation careers

Resource Requirements:

Cricket Leadership Course Co-ordinators Manual (available from NZ Cricket)

- ✓ Cricket Leadership for Junior Students: Lessons & OHTs
- ✓ Cricket Leadership for Junior Students: Student Manual
- ✓ Cricket Leadership for Junior Students: Assessment Activities and Coaching Plan
- ✓ Cricket Leadership for Junior Students: Umpiring Manual

Access to groups of students

Templates for student use in the completion of tasks are provided. Teachers may wish to adapt and or enlarge the grids to make more room for notes or discussion

Additional Information:

- After completing lessons 10-13 it maybe appropriate to allow the students to design their own modified cricket game, with their own rules and requirements, and to add another lesson for them to organise and run the game with the pupils they have coached in the previous four lessons.

Physical Education 2003

Level Two

Achievement Standard 90438

Explore leadership strategies in a group or team physical activity

Credits: 3

“Cricket Leadership of Junior Students”

Student Instructions Sheet

ASSESSMENT OVERVIEW

TASK ONE

- lesson planning
- practical work with a small group
- leadership strategies identified, evaluated and worked on in the next session
- teacher observation of the strategies

TASK TWO

Leadership strategies analysed

TASK THREE

Leadership strategies evaluated

This achievement standard requires planning and applying personal strategies for a coaching and/or umpiring leadership role in cricket and reviewing how the personal strategies contributed to the effective functioning of the group.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none">• Plan and apply personal strategies for a chosen leadership role.	<ul style="list-style-type: none">• Plan and apply a range of personal strategies for a chosen leadership role. Strategies used contribute to the effective functioning of the group or team.	<ul style="list-style-type: none">• Plan and apply a range of personal strategies for a chosen leadership role. Strategies used contribute to and improve the effective functioning of the group or team.
<ul style="list-style-type: none">• Review how the application of personal strategies contributed to the effective functioning of the group or team.	<ul style="list-style-type: none">• Analyse how well the application of personal strategies contributed to the effective functioning of the group or team.	<ul style="list-style-type: none">• Evaluate the effectiveness of the application of personal strategies in the functioning of the group or team.

Task One

- You are to be involved in a leadership role for four sessions as a cricket coach
- You will have a group of at least four junior students
- The four sessions should be sequential (i.e. each lesson follows on from the previous lesson)

Plan for Session 1

Complete a practice plan for your first session.

Give details for organisation, main teaching points and strategies you will use in each of these areas:

- Warm-up
- Focus skills
- Modified Cricket Game
- Cool down

After your first session you are to complete an evaluation of how things went.

Using this information you will complete the next practice plan.

Strategy grid

Complete the leadership strategy grid.

Give an outline for each area

- Strategy description and an explanation of how you will use it
- Explanation of how this strategy will affect the functioning of the team
- Strategy evaluation
- Improvements or new strategies to work during the next session

You must use the first two strategies

- Communication
- Group management
- and a third strategy from the following list
 - self management
 - motivation
 - goal setting
 - planning of alternative activities

You must complete this procedure again before you complete lesson 3 and 4. Observation by the teacher will occur while you are completing your sessions.

They will be looking at the following:

Leadership in a series of lessons

- identifies students clear confident communication
- shows initiative in effectively managing their group
- evidence from observation of the groups: skill improvement, teamwork, fair play, safety and enjoyment
- considers evidence from self review

Plus factors from the students 3rd strategy

Here are some indicators for the application of personal Leadership strategies:

	Communication	Management
Achievement	Communicates information and ideas using some techniques of voice and body language	Manages the group reasonably effectively. Reasonably confident presence Infrequent initiative
Achievement with Merit	Communicates information and ideas with confidence. Encourages group	Manages the group effectively. Confident presence Adapts on the run
Achievement with Excellence	Communicates information and ideas clearly, logically, confidently and appropriately. Encourages and rewards group and individuals	Shows initiative and independence. Intervenes appropriately Extremely effective use of techniques Highly confident presence

CRICKET SESSION PLANNER

Student Name _____

SESSION 1 2 3 4

Activities	Teaching ideas	Organisation	IDENTIFY the strategies you will use and EXPLAIN HOW you will use them
Warm-up			
Focus Skills			
Modified Cricket Game			
Cool down			

Evaluation of session

Session 1 2 3 4

What worked well and how do you know?

What did not work well and what would you do differently again?

What do you need to do for the next session?

LEADERSHIP STRATEGIES

Session 1 2 3 4

Student Name _____

Strategy	Briefly describe how you planned to use the strategy in your session plan. (remember you have done this in more detail on your session planner)	How will this strategy improve the functioning of the team	Did your strategies work? i.e. did it go as planned? Why? Why not? AND did it help the group work well together? If so how, why and how do you know?	How could you improve this for next session? What are the things that are beyond your control or within your control and how will you deal with them?
Communication				

LEADERSHIP STRATEGIES

Session 1 2 3 4

Student Name _____

Strategy	Briefly describe how you planned to use the strategy in your session plan. (remember you have done this in more detail on your session planner)	How will this strategy improve the functioning of the team	Did your strategies work? I.e. did it go as planned? Why? Why not? AND did it help the group work well together? If so how, why and how do you know?	How could you improve this for next session? What are the things that are beyond your control or within your control and how will you deal with them?
Group Management				

LEADERSHIP STRATEGIES

Session 1 2 3 4

Student Name _____

Strategy	Briefly describe how you planned to use the strategy in your session plan. (remember you have done this in more detail on your session planner)	How will this strategy improve the functioning of the team	Did your strategies work? I.e. did it go as planned? Why? Why not? AND did it help the group work well together? If so how, why and how do you know?	How could you improve this for next session? What are the things that are beyond your control or within your control and how will you deal with them?
3rd strategy Please state				

Assessment Schedule

Task	Evidence	Achievement	Merit	Excellence
Task 1	The student has planned the sessions and leadership strategy grids are completed for coached sessions. Teacher has observed student involvement (use grid during observation)	Coaching sessions are planned Teacher observation of the application of personal strategies of communication and group management.	Coaching sessions are planned Teacher observation of the application of A RANGE of personal strategies that contribute to effective group functioning.	Coaching sessions are planned Teacher observation of the application of A RANGE of personal strategies that contribute to improving the effective functioning of the group.
Task 2	The student completes a report to analyse each leadership strategy and its contribution to the effective functioning of the group.	Analysis of each personal strategy includes reference to any progress and how it impacted on the group	Analysis of the personal strategy includes reference to how well the strategy affected the functioning of the group	
Task 3	After comparing and contrasting the strategies used students discuss which strategies worked well and why they worked well. The evaluation also includes information on what else could be done to help the group work well.			After comparing and contrasting the strategies used students discuss which strategies worked well and why they worked well. The evaluation includes information on what else could be done to help the group work well. Barriers are identified and strategies outlined on how these barriers can be minimised or overcome.

Achieved All Achieved criteria met

Merit All Merit criteria met

Excellence Excellence in Tasks 1 and 3 and Merit in Task 2