

Course	Physical Education
Session Title / Week No	Violence in sport – Ethics and deviance in sport
Date	
Time	9:00 – 10:40
Location	Aquinas College – Sports Building – H4
Tutor/s	Jay Green
Duration	1 hour and 40 minutes
Aims	To understand the causes, implications and strategies to prevent violence in sport.
Objectives	LO1: To be able to identify the causes of violence in relation to players and spectators in sport. LO2: To be able to explain what the implications of violence on the sport, society and players. LO3: To identify strategies to prevent violence in relation to players and spectators.

Differentiated Learning	<p><u>Differentiate by questioning:</u> Students that I believe are more confident answering or may have done prior reading, I will ask questions such as ‘Why do you think it is violent?’ ‘What makes it violent?’ Less confident I will just ask their opinion on simpler examples.</p> <p><u>Differentiated questioning:</u> More confident students asked to explain why.</p> <p><u>Differentiate by support:</u> Provide support for groups that may have a difficult task of considering society implications, as this is more difficult. The row to my right-hand side of the room will be given this task.</p> <p><u>Differentiate by outcome:</u> can students that are finding it easy identify when a cause of violence has led to these implications. Example “over-arousal of Luis Suarez, lead to him receiving a ban.”</p> <p><u>Stretch:</u> Ask students that are more knowledgeable in sport to provide some of their own sporting examples.</p> <p><u>Differentiate by support:</u> Students may require some support to provide sporting examples for these. I will ensure they have some.</p>
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Learner information including ALS	One student in the group has ALS needs. Student A has social and emotional difficulties that may cause her to suffer from exam anxiety. Student A has no problem contributing and answering questions in the lesson so no special requirements will be necessary. However, when there are exam questions I will ensure to remind the class that it is a practice environment and to just do their best on content we have just learnt.
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Maths	English	ICT	Equality & Diversity/British values
Starter activity, students have to identify which of the 10 photos on the a4 sheet are violent and non-violent acts. They then have to work out their score as a percentage. This will develop the mathematics skills of learners.	Students will be developing their vocabulary, being able to define violence. Developing speaking and listening skills through communicating with peers on activities and myself. Developing reading and writing skills through the writing of answers. Writing on the resource provided.	This lesson incorporates the use of video clips, PowerPoint presentation and interactive whiteboard to assist the learning of students. It is engaging and provides visual aids for learners.	All students have an equal opportunity to learn and develop knowledge and skills. This lesson will promote British values. All students show any student contributing to the lesson, mutual respect and tolerance of any beliefs or opinions they may have.

Approximate Timings	Learning Objectives	Learner Activity	Teacher Activity	Resources	Assessing Learning
9:00 – 9:10		<p>Allow for students to arrive at the lesson, as they are often late in this period every week.</p> <p>When students arrive, they begin on starter activity: identify if the pictures are acts of violence or non-violent.</p> <p><u>Stretch and challenge:</u> can you now consider why it is violent or non-violent.</p>	<p>Set up the classroom with all resources in place.</p> <p>As students arrive starter activity will be set up.</p>	<p>Teacher Learner Computer PowerPoint A4 picture sheet.</p>	<p>Informal Diagnostic assessment:</p> <p>Assessing students' prior knowledge of their ability to identify and describe violence.</p>

<p>9:10 – 9:15</p>		<p>Students swap papers with their partner and mark each other's work.</p> <p>One mark for each picture they correctly identified as 'violent' or 'non-violent'. Ten possible marks available.</p> <p>Students then have to work out their score as a percentage.</p>	<p>Share with the students the correct answers for the starter activity using the PowerPoint.</p> <p><u>Differentiate by questioning:</u> Students that I believe are more confident answering or may have done prior reading, I will ask questions such as 'Why do you think it is violent?' 'What makes it violent?' Less confident I will just ask their opinion on simpler examples.</p>	<p>Teacher Learner Computer PowerPoint A4 picture sheet.</p>	<p>Informal Diagnostic assessment:</p> <p>Assessing students' prior knowledge of their ability to identify and describe violence.</p> <p>Formative assessment:</p> <p>Assessing students' maths skills and maintaining them.</p>
<p>9:15 – 9:20</p>	<p>LO1 - 3</p>	<p>Students listen to teacher instruction and understand the focus of the lesson and how it fits into the specification.</p>	<p>Introduce the lesson and the learning outcomes for the lesson.</p> <p>Explain the importance of what they need to understand, referring to the spec for the course.</p> <p>Identify the resources we will be using in the lesson.</p>	<p>Teacher Learner Computer PowerPoint A4 picture sheet.</p>	

<p>9:20 – 9:30</p>	<p>LO1</p>	<p>Students play a card game with 10 causes for violence in sport.</p> <p>They have to identify which they believe are causes due to players or spectators.</p> <p>Students fill in their A3 sheet to identify which</p> <p><u>Stretch and challenge:</u> Those that finish early, can you apply a sporting example to this at the box at the bottom of the page.</p>	<p>Introduce 'The causes for violence in sport'.</p> <p>Set the task of placing 10 causes in categories.</p> <p>Question students what they have put in which category and why.</p> <p><u>Differentiated questioning:</u> More confident students asked to explain why.</p> <p>Share with the students that I believe are caused by players/spectators.</p>	<p>Teacher Learner Computer PowerPoint 10 causes of violence. A3 Sheet</p>	<p><u>Formative assessment:</u></p> <p>Use of questioning and the cards to identify how students can apply their newly found knowledge to players or spectators.</p>
<p>9:30 – 9:32</p>	<p>LO1</p>	<p>Students fold their pink sheet in half to cover the information.</p> <p>Students use red and green cards provided to evidence their knowledge of causes for violence in sport.</p> <p>Answer true or false depending on the statement that is on the board.</p>	<p>Use 5 true or false statements to assess student's knowledge of causes of violence in sport.</p> <p>Question students if they have got the wrong answer to ensure they have got the correct information now.</p>	<p>Teacher Learner Computer PowerPoint 10 causes of violence. Red and green cards</p>	<p><u>Formative assessment:</u></p> <p>Do students understand and recall the causes of violence? Can they justify their answer? Use of probing questioning to ensure the answer is detailed and justified.</p>

<p>9:32 – 9:42</p>	<p>LO2</p>	<p>Students in their pairs identify what they think is meant by implications of violence on their mini whiteboards.</p> <p><u>Activity:</u> Set students a task on their rows. On their mini whiteboards consider the implications to their allocated thing. Row A – Society Row B – Sport Row C – Players</p> <p>Students will have 3 minutes to consider the implications and write them down.</p> <p>Then they will have time to feedback to the rest of the group and attempt to compare examples.</p>	<p>Diagnostic assessment: “what do I mean by implications of violence on sport, society and players?” – in pairs Question students to develop their answer “can you give an example of an implication” Explain what is meant by “implications of violence”.</p> <p>Ensure to give a video example for the activity. “Cause of violence, referee’s decisions, implications on sport all referees are signing a petition to cut down abusive language to referee’s” Set a timer for 3 minutes for students to do the activity.</p> <p><u>Differentiate by support:</u> Provide support for groups that may have a difficult task of considering society implications, as this is more difficult. The row to my right-hand side of the room will be given this task.</p> <p><u>Differentiate by outcome:</u> can students that are finding it easy identify when a cause of violence has lead to these implications. Example “over arousal of Luis Suarez , lead to him receiving a ban.”</p>	<p>Teacher Learner Computer PowerPoint 10 causes of violence. Mini whiteboards. Video of referees petition. Video of referee abuse.</p>	<p><u>Diagnostic/ formative assessment:</u></p> <p>Use of mini whiteboards, what do students know about implications of violence.</p> <p>Can students think of the implications of violence in sport themselves? Provide more support for those that can’t.</p> <p><u>Stretched students:</u></p> <p>Can they apply real sporting examples?</p>
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<p>9:42 – 9:48</p>	<p>LO2</p>	<p>Students fill in their A3 sheet of the implications of violence in sport, ensure that all boxes are filled in with the detail from the board.</p> <p><u>Stretch:</u> Can students provide sporting examples of the implications i.e. – referee’s petition.</p>	<p>Provide students with the information from the PowerPoint to fill in their A3 sheets of the implications of violence in sport.</p> <p>Important all students have this information.</p> <p>“So what do we put in place to stop this violence from happening?”</p>	<p>Teacher Learner Computer PowerPoint A3 sheet.</p>	<p><u>Formative assessment:</u></p> <p>Students have got all the relevant content they need to answer an exam question on this topic.</p>
<p>9:48 – 9:55</p>	<p>LO3</p>	<p>Students try to consider as many strategies to prevent violence from occurring in sport to do with players. Write them on mini whiteboards</p> <p>Students feedback to the rest of the group.</p>	<p>We need to know strategies to prevent violence from occurring in sport relating to players and spectators.</p> <p>2 minutes on the timer.</p> <p>How many can you come up with off the top of your head for players?</p>	<p>Teacher Learner Computer PowerPoint A3 sheet. Mini whiteboards</p>	<p><u>Formative assessment (use of questioning):</u></p> <p>Students evidence their knowledge of what strategies there are to prevent violence from occurring in sport.</p>

<p>9:55 – 10:10</p>	<p>LO3</p>	<p>Students write the preventative strategies for violence in relation to players and spectators.</p> <p>This information needs to be on their A3 sheet for revision and exam preparation purposes.</p> <p>True or false questions.</p>	<p>Provide students with the preventative strategies for violence in relation to players and spectators.</p> <p>Allocate time for students to write these on their A3 sheet.</p> <p><u>Stretch:</u> Ask students that are more knowledgeable in sport to provide some of their own sporting examples.</p> <p><u>Differentiate by support:</u> Students may require some support to provide sporting examples for these. I will ensure they have some.</p> <p>True or false questions to assess students understand the concept of strategies to prevent violence.</p>	<p>Teacher Learner Computer PowerPoint A3 sheet. True or false cards</p>	<p>Assessment of students ability to write in a particular timeframe. Can they get all the information on their sheet? Can they make clear detailed notes?</p> <p><u>Formative assessment:</u> Do students know sporting examples of strategies to prevent violence in sport?</p> <p>True or false to assess students have understood the</p>
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<p>10:10 – 10:25</p>	<p>LO1-3</p>	<p>Identify the causes of violence for those clips, the implications and the strategies to prevent violence in relation to the clip.</p> <p>Write answers on A4 worksheet for this activity.</p> <p>Students complete their sheet. They can work cooperatively with their partners.</p> <p>Students feedback their answers on their sheet.</p>	<p>Provide students with video clips.</p> <p>They have to identify the causes of violence for those clips, the implications and the strategies to prevent violence in relation to the clip.</p> <p>Play example clip and do it together:</p> <p>Table tennis: causes: frustration, high competition/arousal. Implications: not allowed to play in next competition. Strategies to prevent: move the officials, ensure respect of officials and ensure players know of bans if they are to break rules.</p> <p>This break down is how students may be asked in their exams.</p> <p>Gain feedback from students. Their answers on their sheets by questioning.</p>	<p>Teacher Learner Computer PowerPoint A3 sheet. A4 sheet with 4 clip breakdowns.</p>	<p><u>Formative/Informal summative assessment:</u></p> <p>Students ability to put the knowledge they have learnt so far and apply it to the breakdown of a question structure.</p> <p><u>Formative assessment strategy:</u> use of questioning to gain student knowledge.</p>
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<p>10:25 – 10:40</p>	<p>LO1 - 3</p>	<p>Students name themselves A or B.</p> <p>Students watch 2 clips of famous scenes of violence in sport.</p> <p>They have to identify the causes, implications and strategies to prevent violence in relation to the player.</p> <p>Students work in silence and independently to answer the question.</p> <p>They can use all the resources they have used in the lesson.</p>	<p>Show students a clip of a famous violent act and set the task.</p> <p>Award and highlight the mark scheme. (2 marks for causes, 2 marks for implications, 2 marks for strategies to prevent in this sport).</p> <p><u>Differentiation by support:</u> provide support at the beginning for students that may struggle.</p> <p><u>Stretch:</u> If a student finishes early. They can move on to the second clip.</p> <p><u>Plenary activity:</u></p> <p>True and false questioning on the content students have learnt in the session as a review.</p>	<p>Teacher Learner Computer PowerPoint A3 sheet. A4 sheet with 4 clip breakdowns. Video clips</p>	<p><u>Summative assessment:</u></p> <p>What knowledge have students acquired from this lesson on the topic of violence in sport.</p> <p><u>Formative assessment strategy:</u></p> <p>True and false cards.</p>
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<p>Evaluation:</p>	<p>This was a successful lesson as I was graded a D in the observation, and the assessment for learning strategies were identifying that they had gained knowledge and met the learning outcomes. My areas for development from my previous lesson observation before this one were:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use more AfL and AoL at appropriate points in the lesson to allow you to assess all learners. Ensure that you are doing sufficient checks on learning and adopt some of the strategies discussed in feedback. <small>[L] [SEP]</small> <input type="checkbox"/> In your lesson planning consider timings and ensure that you dedicate sufficient time to each activity <small>[L] [SEP]</small> <input type="checkbox"/> Continue to explore different strategies to stretch and challenge all students <small>[L] [SEP]</small> <p>I focused on improving from these areas for development in this lesson observation to continue to progress on this course. My feedback from this lesson observation identified that planning and assessment for learning were strengths from this lesson, as well as pace and engagement of learners. I had various AfL strategies in this lesson and sufficiently planned how long the activities would last and this was clear in delivery. I now understand from this that AfL strategies keep a fast pace and engagement of all learners in lessons.</p> <p>The feedback from this lesson also identified areas for development that I should focus on improving before my next lesson observation. These are:</p> <ul style="list-style-type: none"> • Questioning, this is good and developing all the time, vary how much you scaffold your questions • Allow the pause to really hear their voices • <small>[L] [SEP]</small> Use minimum and stretch expectations <p>It is clear that I need to continue developing my questioning and stretch and challenge strategies, although they have improved since the beginning of the course.</p>
	<p>Individual Targets for improvement:</p> <ol style="list-style-type: none"> 1. Questioning skills vary scaffolding that I provide students dependent on ability. 2. Allow for students to pause allowing them to develop answers on their own. 3. Stretch and challenge expectations.