



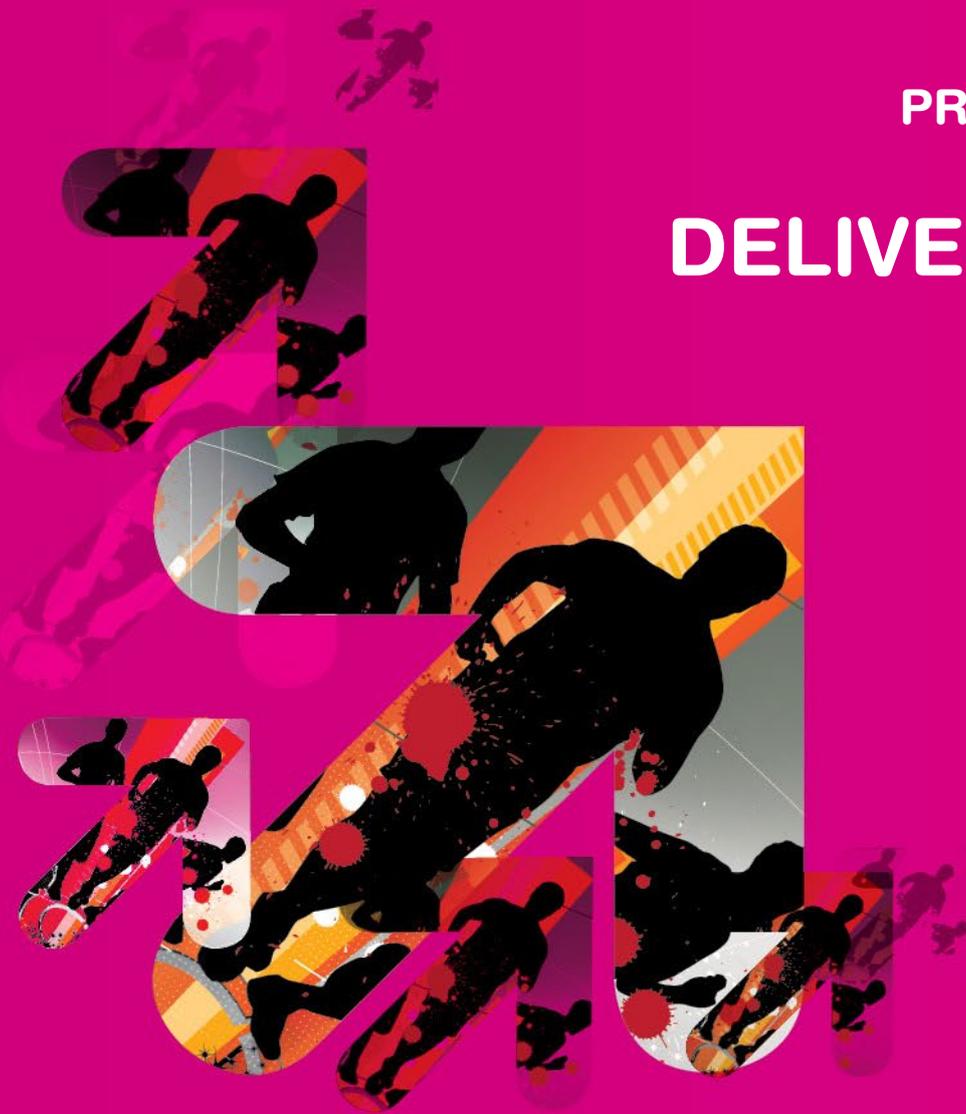
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OCR LEVEL 2 CAMBRIDGE TECHNICALS IN SPORT

LEVEL 2 UNIT 1
PRACTICAL SPORT

DELIVERY GUIDE

VERSION 2 MAY 2013



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INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning objective so you can see how each activity helps you cover the specification.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resourcesfeedback@ocr.org.uk.

PLEASE NOTE

The activities suggested in this Delivery Guide **MUST NOT** be used for assessment purposes. (This includes the Consolidation suggested activities).

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from www.ocr.org.uk.

OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT

The Wolf Review of Vocational Education recommended that all learners studying post-16 qualifications have the opportunity to further develop their English and maths skills, with the aims of:

- achieving a GCSE in English and/or maths at grade A*-C if they have not already done so or
- making significant progress towards GCSE entry and success if this is some way off for the individual.

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.

OPPORTUNITIES FOR WORK EXPERIENCE

The Wolf Report also recommended that learners have the opportunity to apply their skills and extend their learning outside the classroom through work experience, part time jobs, work shadowing and work placements. There are lots of opportunities within these qualifications to take some of the teaching and learning outside of the classroom and into a work environment. We are working to provide you with resources to support you in achieving this, please visit www.ocr.org.uk shortly for more information.

KEY



English



Maths



Work experience

UNIT 1 – PRACTICAL SPORT

Guided learning hours : 60

Credit value: 10

PURPOSE OF THE UNIT

Most people become involved in sport and make a career out of it because they enjoy participating in at least one sport themselves. As part of this participation people should constantly be looking to improve and progress in their chosen sport(s). Having an understanding of the rules and regulations will help them to do this and may also generate an interest in officiating and the roles of the officials. It is also important to be able to review a performance in order to aid improvement.

By completing this unit, learners will develop their skills, techniques and use of tactics/strategies in selected sports, as well as their understanding of the rules and the roles of officials. They will learn how to review a performance and identify areas of strength and weakness.

Learning Outcome The learner will:	Assessment Criteria The learner can:	Merit	Distinction
1 Be able to demonstrate a range of skills, techniques and tactics in selected sports	P1 Demonstrate use of practical skills, techniques and tactics appropriate for one team sport	M1 Identify areas for improvement in the use of skills, techniques and tactics for team and individual sports	D1 Adapt skills, techniques and tactics during team and individual sports
	P2 Demonstrate use of practical skills, techniques and tactics appropriate for one individual sport		
2 Know the rules, regulations and scoring systems of selected sports	P3 Describe the rules, regulations and scoring systems for one team sport		
	P4 Describe the rules, regulations and scoring systems for one individual sport		
3 Know the roles and responsibilities of officials in selected sports	P5 Describe the main roles and responsibilities of officials in one team sport	M2 Define the main roles and responsibilities of officials in team and individual sports in relation to positioning	
	P6 Describe the main roles and responsibilities of officials in one individual sport		

See next page for Learning Outcome 4.

Learning Outcome The learner will:	Assessment Criteria The learner can:	Merit	Distinction
4 Be able to review sports performance	P7 Produce, with tutor support, an observation checklist that could be used to review the sports performance of an individual or a team	M3 Apply a range of methods to review sports performances of individuals and teams	
	P8 Use the observation checklist to review the sports performance of an individual or a team, identifying strengths and areas for improvement	M4 Apply a range of methods to show teams and individuals their strengths and areas for improvement	
	P9 Use the observation checklist to review own sports performance in an individual sport or team sport, identifying strengths and areas for improvement	M5 Apply a range of methods to review own sport performance in an individual and team sport identifying strengths and areas for improvement	

P = Pass, M = Merit, D = Distinction

LEARNING OUTCOME 1 - BE ABLE TO DEMONSTRATE A RANGE OF SKILLS, TECHNIQUES AND TACTICS IN SELECTED SPORTS

Learning Outcome The learner will:	Assessment Criteria The learner can:	Merit	Distinction
1 Be able to demonstrate a range of skills, techniques and tactics in selected sports	P1 Demonstrate use of practical skills, techniques and tactics appropriate for one team sport	M1 Identify areas for improvement in the use of skills, techniques and tactics for team and individual sports	D1 Adapt skills, techniques and tactics during team and individual sports
	P2 Demonstrate use of practical skills, techniques and tactics appropriate for one individual sport		

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Understanding skills, techniques and tactics	It is important that learners understand what a skill, technique and tactic is and why no sport can be played effectively without all three elements being used successfully. Ask learners to mind map what they think is meant by skill, technique and tactic. Share their thoughts and, as a whole group, devise a definition of each of the three words. Ask learners to choose a sport with which they are familiar and ask them which skills, techniques and tactics are used/will make a player or team successful. Learners can share their thoughts with the group and, if appropriate, create visual presentations of their findings. Lesson Element 'Identifying skills and techniques' could be used at this stage to consolidate learning.	1 hour	P1: Demonstrate use of practical skills, techniques and tactics appropriate for one team sport P2: Demonstrate use of practical skills, techniques and tactics appropriate for one individual sport
2 Skills and techniques in action	Learners could pick a sport of their choice, pick a sport at random from a preprepared list or be allocated a specific sport by their teacher. The learners could create a 'portfolio of skills and techniques in action' using video footage from a game, match, event or coaching session. The learners could use TV/film footage, YouTube Clips, or footage from sport within their own community. Their 'portfolio' could take the form of a spider diagram, powerpoint, WebEx, video streaming eg youtube, vimeo etc. Learners could use this evidence to help them complete Lesson Element 'Identifying skills and techniques'.	2 hours	P1: Demonstrate use of practical skills, techniques and tactics appropriate for one team sport P2: Demonstrate use of practical skills, techniques and tactics appropriate for one individual sport
3 Demonstration of skills, techniques and tactics	Using teacher observation, witness statements, video evidence, self and peer evaluation or other means, learners can demonstrate that they can perform the skills, techniques and tactics which are required in one individual sport and one team sport. Allowing learners to pick sports they are most comfortable with may make this aspect difficult to manage so teachers might consider selecting the most popular sports or may opt for sports which are less familiar to learners (Ultimate Frisbee, Rock-it-ball, Dodgeball, Pop Lacrosse etc) and guide the whole group through the process of skill acquisition, developing technique and understanding tactics within this new activity.	1 hour for individual sports 1 hour for team sports 1 hour for follow up work	P1: Demonstrate use of practical skills, techniques and tactics appropriate for one team sport P2: Demonstrate use of practical skills, techniques and tactics appropriate for one individual sport

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
4 Practise makes perfect	The teacher could deliver a skill from a certain sport to the learners. The learners could then using a video analysis tool (eg Dartfish, or simply recording one another) review their technique, discuss as a group how to improve their technique, practise the skill and review their improvement.	1 hour	M1: Identify areas for improvement in the use of skills, techniques and tactics for team and individual sports
5 Leading skills and techniques	In small groups, learners could plan the delivery of a skill and the technique required to perform this skill successfully, then lead the rest of the class through this skill. Learners could be given the opportunity to lead a range of skills and techniques for a variety of team and individual sports. The learners could provide the group with feedback on the performance of their skill and technique, and suggest ways of improving.	2 hours	D1: Adapt skills, techniques and tactics during team and individual sports

LEARNING OUTCOME 2 - KNOW THE RULES, REGULATIONS AND SCORING SYSTEMS OF SELECTED SPORTS

Learning Outcome The learner will:	Assessment Criteria The learner can:	Merit	Distinction
2 Know the rules, regulations and scoring systems of selected sports	P3 Describe the rules, regulations and scoring systems for one team sport		
	P4 Describe the rules, regulations and scoring systems for one individual sport		

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Understanding rules, regulations and scoring systems	Learners should understand what is meant by a rule, a regulation and a scoring system and appreciate the need for such elements in fair and safe sports activities. In pairs, small groups or as a whole group, devise definitions of rule, regulation and scoring system. Using a pre prepared list containing a range of sports; some well known and some much lesser known, see how much learners know about the rules, regulations and scoring systems of each sport listed. Lesson Element 'Rules rule!' can be used to host a fun competition which will see how much learners know about a range of different sports.	1 hour	P3: Describe the rules, regulations and scoring systems for one team sport P4: Describe the rules, regulations and scoring systems for one individual sport
2 The need for rules	Set up a small sided (5v5 would be fine) invasion game with a goal at each end (cones or hoops will do). Tell learners that the aim of the game is to score in their opponents goal but apart from that there are NO RULES. Play for a few minutes and then stop the game and discuss with learners: what was good about the game, what was not good about the game, how the game needs to be changed to make it more successful. Play again, including any changes that were made. After a few minutes stop again to ask the same questions and make any additional changes. Repeat until the game is safe, fair and enjoyable. To extend this activity the teacher can go too far 'the other way' by introducing lots and lots of rules (many of them unnecessary). Discuss with learners what effect the plethora of rules had on the game and their enjoyment of it. Help learners appreciate why enough of the right rules are needed but too many and/or the wrong rules will hinder more than help.	1 hour	P3: Describe the rules, regulations and scoring systems for one team sport P4: Describe the rules, regulations and scoring systems for one individual sport
3 Describing rules, regulations and scoring systems	Challenge learners to find out about the rules, regulations and scoring systems for their chosen (or allocated) team and individual sports (Lesson Element 'Rules rule!' can be used to record information) and to then present this information in as exciting and innovative a way as possible. Give each learner an imaginary 'target audience' (eg 5 year olds, 65 year olds, people with mobility difficulties etc) and ask them to tailor the sport to suit their specific needs by changing certain rules, regulations and scoring systems. Learners can explain to larger groups how and why they made the changes that they did.	2 hours	P3: Describe the rules, regulations and scoring systems for one team sport P4: Describe the rules, regulations and scoring systems for one individual sport

LEARNING OUTCOME 3 - KNOW THE ROLES AND RESPONSIBILITIES OF OFFICIALS IN SELECTED SPORTS

Learning Outcome The learner will:	Assessment Criteria The learner can:	Merit	Distinction
3 Know the roles and responsibilities of officials in selected sports	P5 Describe the main roles and responsibilities of officials in one team sport	M2 Define the main roles and responsibilities of officials in team and individual sports in relation to positioning	
	P6 Describe the main roles and responsibilities of officials in one individual sport		

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Roles and responsibilities of officials	<p>Ask learners to observe officials carrying out their duties in a sport of their choice. Encourage learners to attend a live event/match if possible, if this is not possible they can watch an event/match on TV or online. It doesn't have to be a professional event/match; they could use a school or club event/match but ideally the main officials should be represented. Learners can record their observations on Lesson Element 'Roles and responsibilities'.</p> <p>In small groups, learners can mind map the need for officials – why are they necessary in sport and what might happen if there were no officials?</p> <p>Each group can feedback their thoughts to the rest of the group and the teacher can compile a comprehensive list. Each learner can select a sport that they are going to referee or umpire. (teachers may need to allow learners to select from a limited list of sports in order to keep the task manageable) and then:</p> <ul style="list-style-type: none"> • Set up small sided games and ask one member of the group to referee/umpire each game using the main rules • Set up a small sided game and get one learner to referee/umpire, focussing only on a couple of the main rules • Set up a small sided game and have several referees/umpires, all focussing on one specific rule each • Set up small sided activities (not a specific game) which involve an element of competition and have a learner referee/umpire each activity, looking out for infringement of the rules • Set up a full sided, full rules game and allow learners to referee/umpire the full game. <p>Learners can review their performance as an official using the template on Lesson Element 'Roles and responsibilities'.</p>	3 hours	<p>P5: Describe the main roles and responsibilities of officials in one team sport</p> <p>P6: Describe the main roles and responsibilities of officials in one individual sport</p>

LEARNING OUTCOME 4 - BE ABLE TO REVIEW SPORTS PERFORMANCE

Learning Outcome The learner will:	Assessment Criteria The learner can:	Merit	Distinction
4 Be able to review sports performance	P7 Produce, with tutor support, an observation checklist that could be used to review the sports performance of an individual or a team	M3 Apply a range of methods to review sports performances of individuals and teams	
	P8 Use the observation checklist to review the sports performance of an individual or a team, identifying strengths and areas for improvement	M4 Apply a range of methods to show teams and individuals their strengths and areas for improvement	
	P9 Use the observation checklist to review own sports performance in an individual sport or team sport, identifying strengths and areas for improvement	M5 Apply a range of methods to review own sport performance in an individual and team sport identifying strengths and areas for improvement	

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Observation checklist	As a group, watch video footage of different individual and team sports performances - try to include a range of success levels. Discuss in pairs or small groups; what the person/team did well (eg worked together, communicated, demonstrated high skill levels etc) and any aspects that need further work. Discuss as a whole group and devise an observation checklist that could be used to review sports performance. A range of different types of checklist could be used - glad/sad/mad faces, scoring systems, Y/N tick boxes etc. Learners could decide which format they feel most comfortable with and transfer the checklist into that specific format. Once the checklist has been completed, learners could watch (the same or different) footage and complete the observational checklist, highlighting particular strengths or areas for improvement. Learners could use the observational checklist to evaluate a real sports performance by observing a school, club or community match/event. Learners could use the checklist, or elements of it, to help them highlight areas for improvement when they are observing lessons, helping at clubs, leading or coaching sports activities etc.	2 hours	P7: Produce, with tutor support, an observation checklist that could be used to review the sports performance of an individual or a team P8: Use the observation checklist to review the sports performance of an individual or a team, identifying strengths and areas for improvement P9: Use the observation checklist to review own sports performance in an individual sport or team sport, identifying strengths and areas for improvement

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
2 Methods to review sports performance	<p>Learners should understand that, as well as observation, there are other methods of reviewing sports performance. As a group, see how many different methods they can think of and compile a comprehensive list. Discuss each method - the pros and cons, how useful each might be etc. Learners may not have access to all the methods listed (multiple camera angles, player profiling etc) but most should be suitable for them to use. Learners could devise a review sheet which includes a selection of review methods, they can then watch a sports performance and complete their review sheet. Ideally, learners should review a school or club sports performance that they have watched live. Learners can then think about any particular strengths the performer(s) displayed and any areas in need of further development. If learners are going to feedback to the performer(s) they need to investigate how best to give this feedback. Discuss with learners: What feedback is, what it should do, what it shouldn't do, how it should make the person receiving it feel, how it shouldn't make the person receiving it feel and so on. Can learners devise a 'guide to giving feedback' which includes some 'golden rules'/'dos and don'ts'? Discuss too the different ways that learners might illustrate their feedback and suggest ways to improve (using video, photos, practical demonstration, skills practices etc).</p>	3 hours	<p>M3: apply a range of methods to review sports performances of individuals and teams M4: Apply a range of methods to show teams and individuals their strengths and areas for improvement M5: Apply a range of methods to review own sport performance in an individual and team sport identifying strengths and areas for improvement</p>



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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