



Accredited

OCR LEVEL 2 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN SPORT

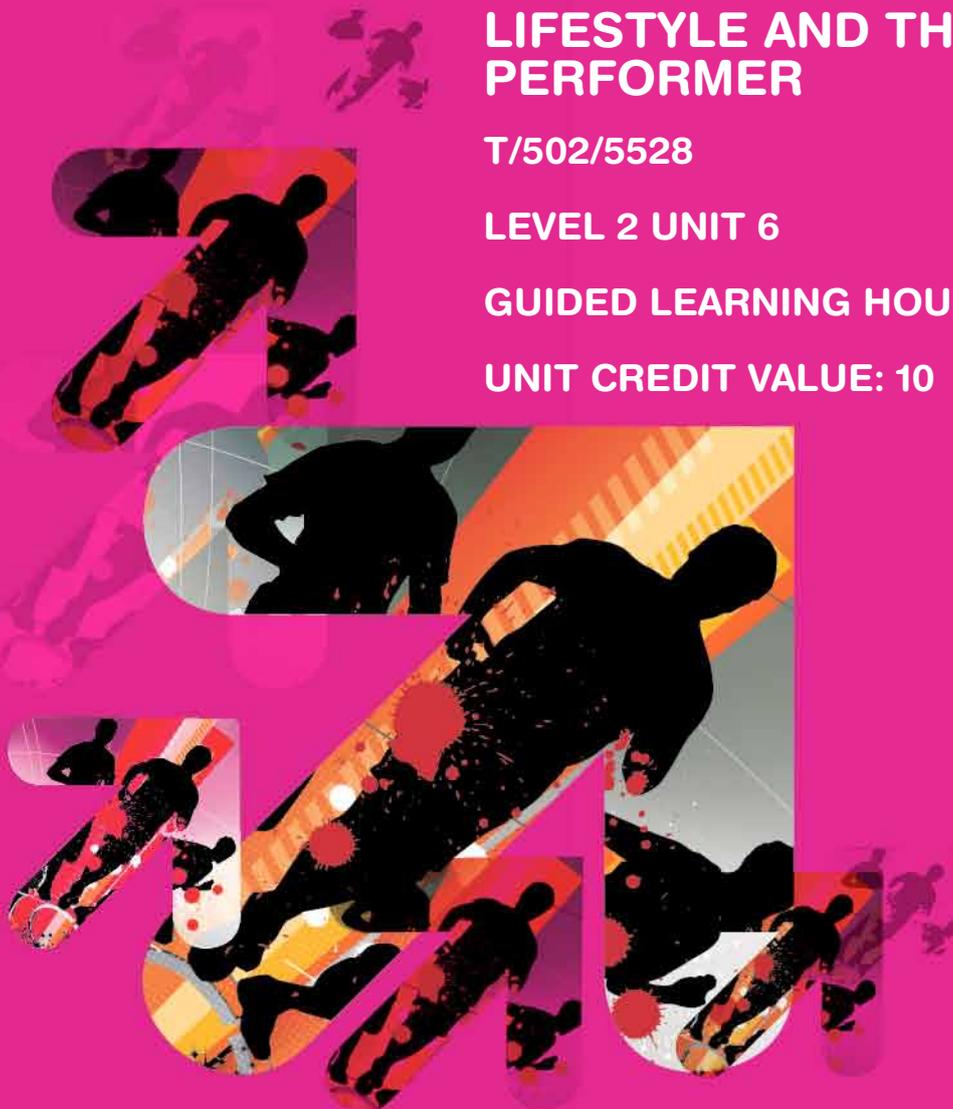
LIFESTYLE AND THE SPORTS PERFORMER

T/502/5528

LEVEL 2 UNIT 6

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



LIFESTYLE AND THE SPORTS PERFORMER

T/502/5528

LEVEL 2

AIM OF THE UNIT

The life and career of a modern sports performer is becoming increasingly scrutinised off the playing field as well as on it, in some cases their behaviour and private business is of more interest than their actual performances. Also, a lot of professional athletes are now quite savvy business people, preparing themselves for when they are no longer able to perform professionally in their sport. The aim of this unit is to enable learners to identify the importance of effective time management and appropriate behaviour for an elite athlete. Learners will be able to explore the factors that influence effective career planning and develop the skills needed to participate in a media interview.

PURPOSE OF THE UNIT

There are many factors involved in being a successful sports performer. As well as being physically and mentally fit, an elite athlete must be able to demonstrate reliability and professionalism in all aspects of their life.

Successful athletes need to be able to communicate effectively and work well with others; this can include members of coaching staff, other athletes, managers, advisors and the media. In order to perform at a high level in sport, an individual needs to be able to set themselves realistic targets and investigate career and financial planning. This planning should also cover the possibility that they may not make it as a professional.

This unit will give the learner the opportunity to examine how they can plan and prioritise their work, training and competition commitments along with other aspects of their life, such as education and leisure time. Learners will be able to investigate the pressures that may be placed on elite athletes, such as peer pressure, family commitments and pressure from managers and coaching staff and learn about strategies that can be used to deal with these pressures. The importance of appropriate behaviour in a range of situations e.g. whilst in training or competition, at home or at social and media events, is also discussed. The learner will be able to investigate the importance of good communication skills and how to work effectively with others. They will also plan and take part in a media interview, which will enable them to evaluate and build their own skills.

ASSESSMENT AND GRADING CRITERIA

| Learning Outcome (LO) | Pass | Merit | Distinction |
|---|--|---|---|
| The learner will: | The learner can: | To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to: | To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to: |
| 1 Be able to manage own work commitments and leisure time | P1 produce a realistic plan for work commitments and leisure time, for one month | M1 produce a diary to record participation and management of work commitments and leisure time | |
| | P2 describe three different pressures on elite athletes | | |
| | P3 identify strategies that can be used to deal with pressures on elite athletes | | |
| 2 Know appropriate behaviour for an elite athlete | P4 describe appropriate behaviour for elite athletes in three different situations | M2 identify the impact of both appropriate and inappropriate behaviour for elite athletes | D1 give examples of where appropriate and inappropriate behaviour have affected an elite athlete's career |
| 3 Know the factors that influence effective career planning | P5 describe realistic goals in a personal athletic career plan, including second career choices | M3 give an example of how an elite athlete has developed their career and dealt with financial issues | |
| | P6 describe three financial issues elite athletes need to consider | | |
| 4 Be able to participate in a media interview. | P7 describe the skills needed to communicate and work effectively with others | M4 take part in interviews in a range of media areas | D2 critically compare a range of media interviews including your own and elite athletes' |
| | P8 prepare, and be the subject of, a media interview, describing own strengths and areas for improvement | | |

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

LO1 Be able to manage own work commitments and leisure time

Work commitments: (e.g. training, competition, education, other forms of employment), being able to prioritise tasks and activities, keeping people informed i.e. coaches, employers and tutors, being flexible and responsive to change.

Leisure time: i.e. social life; recognising inappropriate activities (e.g. alcohol, drugs, smoking); appropriate leisure activities (e.g. rest and recovery, sport and recreation); dealing with living away from home.

Pressures: i.e. people (e.g. peers, family, coaching staff, teachers); lifestyle (e.g. alcohol consumption, use of drugs, smoking, social life), level of performance in training and competition; dealing with pressure (e.g. support network, group and one-to-one discussions), lifestyle changes, time planning, media training.

Planning aids: (e.g. diaries and calendars (paper, electronic), support staff (personal assistant, manager, coach, tutors)).

LO2 Know appropriate behaviour for an elite athlete

Behaviour: (e.g. adherence to rules, respect for peers and others (coaches, officials, tutors, spectators, media personnel), acting as a role model, appropriate clothing, appropriate language, conduct and manners).

Situations: (e.g. during training and competition, at home, social functions, media events).

LO3 Know the factors that influence effective career planning

Goals: i.e. short-term; medium-term; long-term.

Athletic career: (e.g. current expectations as an elite athlete, key review dates, change of coach, change of club, contingencies for illness, accident and injury).

Second career: i.e. career options inside and outside professional sport (e.g. coach, teacher, media, sports development, physiotherapist, sports science support); qualifications and experience required.

Financial management: (e.g. financial advice, income, expenditure, taxation, savings, investment, insurance, pension, legal and contractual requirements).

LO4 Be able to participate in a media interview

Communication skills: (e.g. active listening skills, asking questions, communicating (accurately and clearly), body language, discussions (with coaching staff, managers, advisers and other athletes), extracting key points from written material, writing clearly and effectively).

Working with other people: i.e. working relationships (e.g. coaching staff, managers, advisers, fellow athletes); reviewing and improving relationships.

Media Areas: (e.g. TV, radio, press, print media (local, national and international); requirements of different media).

A range of media areas: i.e. more than 1 (e.g. radio and written).

Prepare: (e.g. purpose, anticipating likely questions, scripts and prompt sheets, rehearsals, personal appearance and presentation, sensitive issues, sources of help and advice).

Delivery: (e.g. use of speech and appropriate language, pace, intonation, clarity, body language, confidence, use of equipment).

DELIVERY GUIDANCE

This unit is centre-assessed and externally moderated. In order to achieve this unit the learner must produce a portfolio of evidence showing that they can meet all of the assessment objectives.

Portfolios of work must be produced independently.

Learners should underpin theoretical knowledge with practical activity in order to be able to identify situations where key skills and principles are in action.

The required information relating to this unit can be studied within textbooks, DVD's, and various websites as well as by undertaking specific practical exercises.

LO1 Learners need to be able to develop strategies to deal with work commitments and manage their leisure time. The use of group discussions to explore the range of work commitments that an elite athlete may have to deal with, and methods of prioritising these, would be beneficial. This could also be covered by using case studies as examples. Tutors should give examples of a range of paper based and electronic planning tools. Different types of appropriate and inappropriate leisure activities should also be identified and discussed. This can be linked to the pressures that an elite athlete may be exposed to and methods of dealing with such pressures.

LO2 Learners need to understand the importance of appropriate behaviour for elite athletes and the possible consequences of inappropriate behaviour. This can be covered by looking at case studies and media articles related to sports performers. Learners should be encouraged to identify why certain behaviour is appropriate or inappropriate and to discuss the implications of behaving in a particular way. A range of situations should be covered, including during training and competition, at home and at social functions or media events. The use of role play would be a suitable method of exploring these issues.

LO3 Learners are required to investigate the factors that influence effective career planning. This needs to cover the short, medium and long term. Tutors need to ensure that learners are aware that short-term career planning will primarily involve the athlete's competitive career but stress that contingency plans should be made for illnesses and injury. Learners should be encouraged to investigate real life scenarios of successful athletes. Long-term career planning should focus on the athlete's career outside

competitive sport and learners need to be able to research the qualifications and experience they need to pursue their possible second career choice. Learners could make use of relevant websites, such as, SkillsActive and Connexions in order to investigate options and choices available to them. Learners need to understand why financial planning is important for any athlete and they should be introduced to potential sources of income, tax issues, savings, investment, insurance, pension provision, legal and contractual requirements and sources of financial advice.

LO4 Learners need to look at the skills and qualities required in order for the learner to be able to participate in a media interview. Tutors can encourage learners to evaluate the skills needed by showing examples of elite athletes giving media interviews. The use of effective and ineffective techniques can be discussed and learners can also develop their skills through the use of role play activities. Example of different types of media should be discussed and learners need to be made aware of the importance of preparing for media interviews i.e. preparing responses to possible questions and how to deal with interviews effectively and professionally. Tutors should allow learners the opportunity to practice taking part in a media interview; this could be conducted by peers, the tutor or an appropriate guest speaker/lecturer. Evidence could be video recorded so that the learner can then evaluate and make any improvements necessary, ready for assessment.

GUIDANCE ON ASSESSING THE SUGGESTED TASKS

LO1 Learners must be able to manage own work commitments and leisure time. Learners should complete a lifestyle plan for one month; the plan needs to be realistic and relevant to the learner's lifestyle. Tutors could provide a template for the plan, which will need to cover work commitments and leisure time, including training, competition, study and other forms of employment. For P2, learners must be able to describe three different pressures on elite athletes, and then identify strategies that can be used to deal with these pressures as evidence for P3. M1 is an extension of P1; learners need to keep a diary for one month, which records their progress in following their lifestyle plan.

LO2 Learners must know appropriate behaviour for an elite athlete. Learners need to show that they can describe appropriate behaviour for elite athletes. Three different situations need to be described, such as – during training, during competition, at home or at social functions. Examples could include; complying with rules and regulations, giving respect to others, appropriate dress and conduct and acting as a role model. M2 is an extension of P4 and learners must identify the impact of appropriate and inappropriate behaviour for elite athletes. To achieve D1, learners should give examples of where appropriate and inappropriate behaviour have affected an elite athlete's career. They should give real life examples and the work could be submitted in the form of case studies.

LO3 Learners must know the factors that influence effective career planning. Learners will need to describe realistic goals in a personal athletic career plan, including second career

choices. They need to consider short, medium and long term goals. For P6, learners also need to describe three financial issues that elite athletes need to consider. Assessment evidence could take the form of a presentation with tutor witness statements. To achieve M3, learners need to expand on P5 and P6 and give an example of how an elite athlete has developed their career and dealt with financial issues.

LO4 Learners must be able to participate in a media interview. Learners need to describe the skills needed to communicate and work effectively with others in order to achieve P7. For P8 learners are required to prepare for and participate in a media interview and describe their own performance. This can be achieved using video evidence and should be supported by tutor witness testimony/ observation records to confirm achievement. Learners could gather feedback from peers and their tutor in order to write a self-reflection describing their strengths and areas for improvement. To achieve M4, learners will need to take part in interviews in a range of media areas, e.g. newspaper, radio and TV. It is recommended that learners should participate in at least two different types of interview, in order to demonstrate a range of skills, i.e. a newspaper or radio interview requires speaking and listening skills, whereas a TV interview would need the learner to also focus on their personal presentation and body language, as well as what they say. D2 requires the learner to critically compare a range of media interviews including their own and those of elite athletes. Tutors could provide a tick list, in order for learners to grade the skills used by the subjects studied, prior to completing their comparison with their own performance.

The table below shows suggested scenarios that cover the pass, merit and distinction criteria in the assessment and grading grid.

| Criteria | Assignment title | Scenario | Assessment |
|-----------------------|---|--|---|
| P1, P2, P3, M1 and D1 | Managing work commitments and leisure time. | Your sports coach has asked you to produce a guidance leaflet for younger competitors to help them to plan their work commitments, leisure time and deal with pressures they may face as elite athletes. | Guidance leaflet, including a lifestyle plan for one month. Diary. |

| | | | |
|-----------------------|--|---|--|
| P4, P5, P6, M2 and M3 | Elite athlete behaviour and career planning. | You have been asked to give a presentation to new members of your sports club in order to help them understand the importance of appropriate behaviour and good career planning. Include examples of appropriate behaviour for elite athletes in three different situations, realistic goals in a personal athletic career plan, including second career choices and three financial issues elite athletes need to consider. | Presentation and witness statement. |
| P7, P8, M4 and D2 | Media interview | Your local newspaper has asked to interview you about your recent sporting performance. Prepare for and take part in a media interview. Your interview with the local press has generated interest with the local radio and television sports reporters and they have asked to complete a further interview with you. Prepare for and take part in a second media interview. Review the performance of a range of elite athletes' media interviews and critically compare them to your own performances at interview. | Planning documentation. Interview/video recording. Observation record. Evaluation sheet. Written document. |

RESOURCES

Books

Adams M, Beashel P, Hancock J, Harris B, Phillippo P, Sergison A and Taylor I – *BTEC Level 2 First Sport Student Book* (Pearson, January 2010) ISBN 9781846906220

Adams M, Beashel P, Harris B, Johnson S, Phillippo P and Sergison A – *BTEC Level 2 First Sport Teaching Resource Pack* (Pearson, April 2010) ISBN 9781846907173

Fyfe L – *Careers in Sport* (Kogan Page, 1998)
ISBN 9780749425722

Masters J – *Working in Sport: How to Find a Sports Related Job in the UK or Abroad* (How To Books Ltd, 2007)
ISBN 9781845281762

Stafford I and Balyi I – *Long Term Athlete Development – Preparing for a Life in Sport* (Coachwise, 2004)
ISBN 9781902523705

Websites

BBC Sport www.sport.bbc.co.uk

Direct Gov www.direct.gov.uk/en/MoneyTaxAndBenefits/ManagingMoney/index.htm

SkillsActive www.skillsactive.com

Sport Development www.sportdevelopment.org.uk

UK Sport www.uksport.gov.uk

Connexions <http://www.connexionslive.com/>

MAPPING WITHIN THE QUALIFICATION TO THE OTHER UNITS

Unit 1: Anatomy and Physiology for Sport

Unit11: Psychology for Sports Performance



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.

Telephone 02476 851509

Email cambridgetechnicals@ocr.org.uk

www.ocr.org.uk