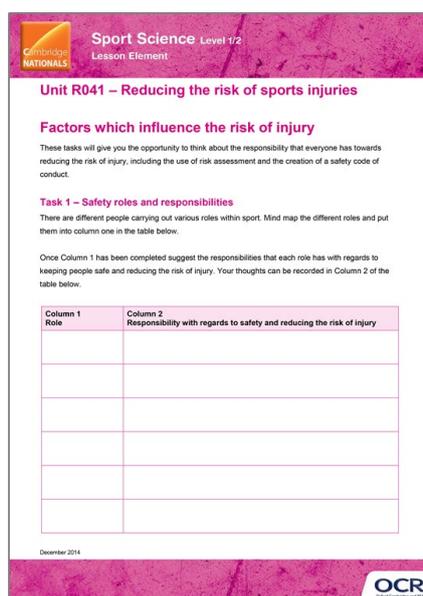


## Unit R041 – Reducing the risk of sports injuries

### Factors which influence the risk of injury

#### *Instructions and answers for teachers*

*These instructions should accompany the OCR resource ‘Factors which influence the risk of injury’ activity which supports OCR Cambridge Nationals in Sport Science.*



The screenshot shows the OCR resource page for Unit R041. It includes the title 'Unit R041 – Reducing the risk of sports injuries', the sub-heading 'Factors which influence the risk of injury', and two tasks. Task 1 is 'Safety roles and responsibilities', which asks learners to mind map different roles in sport and record them in a table. The table has two columns: 'Column 1: Role' and 'Column 2: Responsibility with regards to safety and reducing the risk of injury'. The table is currently empty.

Column 1 Role	Column 2 Responsibility with regards to safety and reducing the risk of injury

#### The Activity:

This resource comprises of 4 tasks.

These tasks will give learners the opportunity to think about the responsibility that everyone has towards reducing the risk of injury, including the use of risk assessment and the creation of a safety code of conduct.



*This activity offers an opportunity for English skills development.*

#### Associated materials:

‘Factors which influence the risk of injury’ Lesson Element learner activity sheet.

#### Suggested timings:

**Task 1:** 15 minutes      **Task 2:** 60 minutes

**Task 3:** various      **Task 4:** 30 minutes

### Task 1 – Safety roles and responsibilities

There are different people carrying out various roles within sport. Mind map the different roles and put them into column one in the table below.

Once Column 1 has been completed learners can suggest the responsibilities that each role has with regards to keeping people safe and reducing the risk of injury. Their thoughts can be recorded in Column 2 of the table below.

Column 1 Role	Column 2 Responsibility with regards to safety and reducing the risk of injury
Performer	Playing by the rules, abiding by the official's decision, wearing correct kit, ensuring they are fit enough to participate, understanding of rules
Coach	Ensuring performers do the things listed above. Coaching correct technique, correcting poor technique, ensuring appropriate fitness levels
Official	Making sure players abide by the rules, taking appropriate action when players don't abide by the rules, ensuring pitch/playing surface and equipment is in good condition
Spectators	Behaving well! Abiding by rules set out for them, not fighting, not using threatening or abusive language, sportsmanship
Club	Ensuring the correct staff are in place to support performers – physios, medical etc. Correct nutrition available, dealing with inappropriate or unacceptable behaviour
Governing body	Upholding the laws and morals of the game, issuing guidance to clubs, supporting clubs and performers, monitoring and adopting new technologies to improve safety (video ref etc.)

## Task 2 – Safety code of conduct

Once learners have a good understanding of the roles and responsibilities of those involved in sport with regards to safety and reducing the risk of injury, they can create a 'Safety Code of Conduct'. Learners can look at similar documents online such as:

<http://www.sport-sheffield.com/sport/intra-mural-sport/code-of-conduct>

[http://www.ed.ac.uk/polopoly\\_fs/1.98694!/fileManager/CodeofConduct.pdf](http://www.ed.ac.uk/polopoly_fs/1.98694!/fileManager/CodeofConduct.pdf)

and can then create their own versions. These safety codes of conduct can then be displayed in the sports hall, gym and changing rooms and used to guide all participants as to the responsibilities they have regarding safety and reducing the risk of injury.

## Task 3 – Risk assessment

Risk assessments can sometimes be thought of as complex and bureaucratic, but at this level learners should understand the need to check that everything is safe and know what to do to rectify a situation that is not safe. As such the risk assessments that your learners encounter should be very simple and straightforward to use.

Ask learners to define 'what is a risk assessment'?

A risk assessment is: A process where you **identify hazards**, **evaluate** the risk posed by the **hazard** and suggest ways to eliminate or **control** the **hazard**.

A video such as this one: [http://www.youtube.com/watch?v=JdQXRQ\\_peow](http://www.youtube.com/watch?v=JdQXRQ_peow) can be a useful introduction to risk assessment. Learners can watch the clip and list all of the things the official does to ensure the safety of others.

Learners can also take on the role of 'Health and Safety Officer' and complete the risk assessment template below (or a different risk assessment template) as part of their practical sessions.

### Risk Assessment Template

<b>Date:</b>	<b>Name of H&amp;S Officer:</b>	
<b>Facility:</b>	<b>Brief session overview:</b>	
<b>Equipment to be used:</b>	<b>Hazards/concerns</b>	<b>Action taken</b>
<b>Facilities/environment:</b>	<b>Hazards/concerns</b>	<b>Action taken</b>
<b>Participants:</b>	<b>Hazards/concerns</b>	<b>Action taken</b>
<b>Activity:</b>	<b>Hazards/concerns</b>	<b>Action taken</b>

### Task 4 – Session structure

One way to make sports sessions as safe as possible is to ensure that the activities are suitable for the participants and that the session is structured correctly, with a suitable warm up, appropriate activities and cool down.

Photocopy and cut out the cards below and give to your learners. Learners have to arrange the cards into the correct sets so that each group of Participants has the appropriate Warm up, Main activity, Game and Cool down, and that the cards are in the correct order to make the session as safe as possible.

Set 1	Set 2	Set 3
<b>Participants:</b>  Mixed ability 5 and 6 year olds	<b>Participants:</b>  Professional netball players	<b>Participants:</b>  Recreation netball for over 50's
<b>Warm up:</b>  Beans and Stuck in the mud	<b>Warm up:</b>  Shuttle runs and dynamic stretches	<b>Warm up:</b>  And major muscle stretches
<b>Main activity:</b>  Chest pass – throwing and catching in pairs	<b>Main activity:</b>  Advanced passing and footwork drills under pressure	<b>Main activity:</b>  Bounce and shoulder passes - Pass and move drills
<b>Game:</b>  High 5's netball, 4 minute games, rotate teams	<b>Game:</b>  Full sided game	<b>Game:</b>  4v4 half-court game focussing on accurate passing
<b>Cool down:</b>  Line tag with stretches when tagged	<b>Cool down:</b>  Jogging, high knees, high heels, hurdle walks, dynamic stretches	<b>Cool down:</b>  Line touching activity and stretches



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