



Accredited



# CAMBRIDGE NATIONALS IN SPORTS STUDIES

Level 1/2

R052 DEVELOPING SPORTS SKILLS

## DELIVERY GUIDE

VERSION 1

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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 [resources.feedback@ocr.org.uk](mailto:resources.feedback@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](http://www.ocr.org.uk).

The latest version of this Delivery Guide can be downloaded from the OCR website.

## OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT

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.

### KEY



# UNIT R052 - DEVELOPING SPORTS SKILLS

Guided learning hours : 30

## PURPOSE OF THE UNIT

While becoming an elite sports performer is a dream which not everyone is able to realise, many of those who are involved in sport and the sports and leisure industries in different roles (e.g. Physical Education teachers, sports officials, roles within national governing bodies, sports facility management) enter into these roles because they developed an interest in sport and physical activity through performing. Participation in sport and physical activity provides young people with a range of transferable skills. They can learn to work both independently and as part of a team; to communicate with team mates, or to an audience through performance; to perform under pressure; to use initiative to solve problems and make decisions considering rapidly changing conditions around them.

By completing this unit, learners will develop their skills, techniques and use of tactics/strategies/compositional ideas in both an individual and a team sporting activity, as well as their understanding of the rules to allow them to act in a number of officiating roles within an activity. They will also consider the use of different practice methods in order to improve their performance. The unit builds upon the core themes of the National Curriculum for Physical Education in Key Stages 3 and 4 and offers learners the opportunity to refine and showcase skills developed as part of that programme of study.

### Learning Outcome — The learner will:

LO1 Be able to use the skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting activity

LO2 Be able to use the skills, techniques and tactics/strategies/compositional ideas as a team performer in a sporting activity

LO3 Be able to officiate in a sporting activity

LO4 Be able to apply practice methods to support improvement in a sporting activity

## LO1: BE ABLE TO USE THE SKILLS, TECHNIQUES AND TACTICS/ STRATEGIES/COMPOSITIONAL IDEAS AS AN INDIVIDUAL PERFORMER IN A SPORTING ACTIVITY

### Learning Outcome — The learner will:

LO1 Be able to use the skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting activity

Suggested content	Suggested activities	Activity duration	Links to other units
1 Key components of individual performance	<p>The teacher could inform learners about the key components of individual performance, for example:</p> <ul style="list-style-type: none"> <li>• Skills and techniques.</li> <li>• Creativity.</li> <li>• Tactics and strategies or compositional ideas.</li> <li>• Decision making.</li> <li>• Management/maintenance of own performance.</li> </ul> <p>The teacher could ask the learners to give suggestions as to what they think each of these key components means. Ideas can be discussed and a whole group consensus can be reached in order for each key component to have a clear definition. The definitions can be recorded on Lesson Element Key components of sports performance.</p> <p>The book Transforming play - teaching tactics and game sense, available from the following websites, may be useful  <a href="http://www.humankinetics.com/products/all-products/transforming-play-teaching-tactics-and-game-sense">http://www.humankinetics.com/products/all-products/transforming-play-teaching-tactics-and-game-sense</a>  <a href="http://www.amazon.co.uk/Transforming-Play-Teaching-Tactics-Sense/dp/0736075186/ref=sr_1_2?ie=UTF8&amp;qid=1431335327&amp;sr=8-2&amp;keywords=transforming+play">http://www.amazon.co.uk/Transforming-Play-Teaching-Tactics-Sense/dp/0736075186/ref=sr_1_2?ie=UTF8&amp;qid=1431335327&amp;sr=8-2&amp;keywords=transforming+play</a></p>	30 minutes	R052 LO2
2 Observation of key components in an individual sporting activity	<p>The teacher could set up a series of individual sports eg tennis, badminton, trampolining would be fine but any activity that allows learners to participate individually would work. Learners should be put into pairs. One learner can then observe their partner while they participate in the individual sport. The observing learners can complete Task 2 on Lesson Element Key components of sports performance to record which of the key components they saw in use during the practical activity. Learners should then swap roles with the participating learner now observing and vice versa.</p> <p>Alternatively teachers and learners could use an analysis of performance app to record and play back performance. There are many different apps available including:  <a href="https://www.coachseye.com/">https://www.coachseye.com/</a>  <a href="http://www.ubersense.com/">http://www.ubersense.com/</a>  <a href="http://thevideoanalyst.com/iphone-sports-analysis-apps/">http://thevideoanalyst.com/iphone-sports-analysis-apps/</a></p> <p>Afterwards learners can feedback and discuss their findings with each other.</p>	1 hour	R052 LO2

Suggested content	Suggested activities	Activity duration	Links to other units
3 Key components for a specific individual sporting activity	<p>Learners could think about how the key components of performance as outlined in the activity above manifest themselves/are relevant for an individual sporting activity of their own choice. Learners can record on Lesson Element Key components of sports performance for a specific individual sporting activity:</p> <ul style="list-style-type: none"> <li>• The skills and techniques that are necessary for successful participation.</li> <li>• How and why creativity is important.</li> <li>• The tactics and strategies or compositional ideas that aid success/are required.</li> <li>• What decisions need to be made by participants?</li> <li>• Situations that required the management/ maintenance of performance.</li> </ul> <p>See <a href="http://www.slideshare.net/PEEDC/skills-and-techniques">http://www.slideshare.net/PEEDC/skills-and-techniques</a></p>	30 minutes	R052 LO2
4 The effect of key components on individual sporting success	<p>Teachers could help learners to see the relationship between key components and optimum individual sporting performance. Learners could be asked questions such as:</p> <ul style="list-style-type: none"> <li>• How might an individual performance be improved if this key component is carried out successfully?</li> <li>• How might an individual performance suffer if this key component is not carried out successfully?</li> </ul> <p>Learners can discuss their suggestions with each other and offer feedback to the whole group. Answers can be recorded on Lesson Element Key components of sports performance.</p>	30 minutes	R052 LO2
5 Taking part in an individual sporting activity	<p>Learners could participate in an individual sporting activity, showing that they are able to:</p> <ul style="list-style-type: none"> <li>• Perform the key skills and techniques necessary for their chosen individual sporting activity.</li> <li>• Demonstrate creativity.</li> <li>• Use strategies and tactics or compositional ideas.</li> <li>• Show that they can make correct decisions.</li> <li>• Manage and/or maintain their own performance.</li> </ul>	Various	R052 LO2

## LO2 - BE ABLE TO USE THE SKILLS, TECHNIQUES AND TACTICS/ STRATEGIES/COMPOSITIONAL IDEAS AS A TEAM PERFORMER IN A SPORTING ACTIVITY

### Learning Outcome — The learner will:

LO2 Be able to use the skills, techniques and tactics/strategies/compositional ideas as a team performer in a sporting activity

Suggested content	Suggested activities	Activity duration	Links to other units
1 Key components of team performance	<p>The teacher could inform learners about the key components of team performance, for example:</p> <ul style="list-style-type: none"> <li>• Skills and techniques.</li> <li>• Creativity.</li> <li>• Tactics and strategies.</li> <li>• Decision making.</li> <li>• Awareness of role within the team.</li> <li>• Contribution to the team.</li> </ul> <p>The teacher could ask the learners to give suggestions as to what they think each of these key components means. Ideas can be discussed and a whole group consensus can be reached in order for each key component to have a clear definition. The definitions can be recorded on Lesson Element Key components of sports performance. See <a href="http://www.humankinetics.com/products/all-products/transforming-play-teaching-tactics-and-game-sense">http://www.humankinetics.com/products/all-products/transforming-play-teaching-tactics-and-game-sense</a> <a href="http://www.amazon.co.uk/Transforming-Play-Teaching-Tactics-Sense/dp/0736075186/ref=sr_1_2?ie=UTF8&amp;qid=1431335327&amp;sr=8-2&amp;keywords=transforming+play">http://www.amazon.co.uk/Transforming-Play-Teaching-Tactics-Sense/dp/0736075186/ref=sr_1_2?ie=UTF8&amp;qid=1431335327&amp;sr=8-2&amp;keywords=transforming+play</a></p>	30 minutes	R052 LO1
2 Observation of key components in a team sporting activity	<p>The teacher could set up any team sport eg 3 v 3 basketball or small sided rounders would be fine but any activity that allows learners to participate as part of a team would work. Half the group take part whilst the other half each observe one learner participating. The observing learners can complete Task 2 on Lesson Element Key components of sports performance to record which of the key components they saw in use during the practical activity. Learners should then swap roles with the participating learners now observing and vice versa.</p> <p>Alternatively teachers and learners could use an analysis of performance app to record and play back performance. There are many different apps available including: <a href="https://www.coachseye.com/">https://www.coachseye.com/</a> <a href="http://www.ubersense.com/">http://www.ubersense.com/</a> <a href="http://www.youtube.com/watch?v=WvRNenTQ9rk">http://www.youtube.com/watch?v=WvRNenTQ9rk</a></p> <p>Afterwards learners can feedback and discuss their findings with each other.</p>	1 hour	R052 LO1

Suggested content	Suggested activities	Activity duration	Links to other units
3 Key components for a specific team sporting activity	<p>Learners could think about how the key components of performance as outlined in the activity above manifest themselves/are relevant for a team sporting activity of their own choice. Learners can record on Lesson Element Key components of sports performance for a specific team sport or activity:</p> <ul style="list-style-type: none"> <li>• The skills and techniques that are necessary for successful participation.</li> <li>• How and why creativity is important.</li> <li>• The tactics and strategies that aid success/are required.</li> <li>• What decisions need to be made by participants?</li> <li>• The role they play within the team.</li> <li>• The contribution they make to the team.</li> </ul> <p>See <a href="http://www.slideshare.net/PEEDC/skills-and-techniques">http://www.slideshare.net/PEEDC/skills-and-techniques</a></p>	30 minutes	R052 LO1
4 The effect of key components on team sporting success	<p>Teachers could help learners to see the relationship between key components and optimum team sporting performance. Learners could be asked questions such as:</p> <ul style="list-style-type: none"> <li>• How might team performance be improved if this key component is carried out successfully?</li> <li>• How might team performance suffer if this key component is not carried out successfully?</li> </ul> <p>Learners can discuss their suggestions with each other and offer feedback to the whole group. Answers can be recorded on Lesson Element Key components of sports performance.</p>	30 minutes	R052 LO1
5 Taking part in an team sporting activity	<p>Learners could participate in a team sporting activity, showing that they are able to:</p> <ul style="list-style-type: none"> <li>• Perform the key skills and techniques necessary for their chosen team sporting activity.</li> <li>• Demonstrate creativity.</li> <li>• Use strategies and tactics.</li> <li>• Show that they can make correct decisions.</li> <li>• Contribute effectively to the team.</li> </ul>	Various	R052 LO1



## LO3 - BE ABLE TO OFFICIATE IN A SPORTING ACTIVITY

<b>Learning Outcome — The learner will:</b>
LO3 Be able to officiate in a sporting activity

Suggested content	Suggested activities	Activity duration	Links to other units
1 Three's a crowd	<p>The teacher could split the group into three equal teams A, B and C. Teams A and B could play each other at a simple conditioned invasion game which starts with very basic rules (as few as you need to make it safe). Every member of team C selects (or is given) a rule card from a selection that the teacher has pre prepared. Either in their own time or when instructed by the teacher, each member of team C must stop the game and introduce their rule. Teams A and B must now play the game to include the newly introduced rule. Each new rule could also be incorporated along with those already in play (so the game ends up with lots of new rules) or each new rule could supersede the existing one (so there's only ever one new rule in use at a time).</p> <p>The teacher should ensure that learners can stop the game and introduce their rule effectively, using a range of communication methods as appropriate (whistle, demonstration etc.) and should support any learners who find elements of the activity difficult. Teams can rotate so that all learners get a chance to stop the game and introduce a new rule.</p> <p>Rule cards can be found on Lesson Element Developing officiating skills.</p>	1 hour	
2 Three is still a crowd!	<p>An extension version of the game above sees learners introducing their own rules as opposed to reading out rules from cards they have been given/self-selected. Once learners have stopped the game and introduced their rule they could take responsibility for the officiating of their rule for the remainder of the game. Again teachers could support learners to officiate in a confident, effective way.</p>	1 hour	
3 Rules rule!	<p>Learners could research the rules of a specific sport. Learners could select a sport of their choice or the teacher could allocate from a pre prepared list. Learners could find out the main rules and what happens if these rules are broken, learners could also research the history and origins of their sport; kit, equipment and so on. Learners could complete the table in Task 2 Lesson Element Developing officiating skills to record the information and then present their findings to the rest of the group and/or a wider audience.</p> <p>See <a href="http://www.amazon.co.uk/The-Sports-Rules-Book-Procedures/dp/0736076328/ref=dp_ob_image_bk">http://www.amazon.co.uk/The-Sports-Rules-Book-Procedures/dp/0736076328/ref=dp_ob_image_bk</a>  <a href="http://www.sportsknowhow.com/">http://www.sportsknowhow.com/</a></p>	2 hours	

Suggested content	Suggested activities	Suggested timings	Possible relevance to
4 Sheep and shepherd	<p>In the majority of sports the referee or umpire communicates with players in the first instance by using a whistle. Learners could explore the use and variety of whistle blows by playing sheep and shepherd. Working in pairs, one learner is the sheep and the other is the shepherd. The shepherd is going to have to guide the sheep (who will be blindfolded) across a given area into the 'pen'. There may be obstacles to navigate round/over/under on their way to the pen (just to make it that little bit harder!) The shepherd can only use a whistle to communicate with the sheep. The teacher gives each pair two minutes to decide on their whistling strategy and then each sheep sets off towards the pen.</p> <p>Once all the sheep are in the pen give each pair a couple of minutes to review how they did and make any changes to their strategy. Then swap roles and repeat the activity. Discuss with learners the different types of whistle blow that they used and see if they can highlight how and when different types of blow are used on the sports field.</p>	1 hour	
5 Fair's fair	<p>Learners could be helped to see the importance of being fair and consistent by being part of games that are officiated poorly. Learners could take part in small sided conditioned games, with one (or more) learner/s taking on the role of the official. Unbeknown to the players, the official/s could be primed beforehand to officiate:</p> <ul style="list-style-type: none"> <li>• favouring a certain team/player</li> <li>• showing bias against a certain team/player</li> <li>• being unnecessarily harsh in their sanctions</li> <li>• being very unconfident in their decisions</li> <li>• being overly aggressive/confrontational</li> <li>• being easily swayed/changing their mind about decisions</li> <li>• any other way that could be unfair and/or inconsistent.</li> </ul> <p>Learners will soon realise that the poor officiating is having a negative effect on the game and could complete Task 3 in Lesson Element Developing officiating skills afterwards to consolidate their thoughts.</p>	1 hour	
6 A clear signal	<p>Working in pairs or small groups, learners could be allocated a given sport or activity in which the umpire/referee uses hand signals/gestures to communicate to players. Examples include basketball, hockey, wrestling, American football, baseball, dodgeball etc. Learners must research the hand signals of their given sport and then, using diagrams, or by taking photographs of themselves /each other or by recording themselves doing the appropriate signals they can create a visual guide to these hand signals, so that others could use it to learn how to officiate. Learners could use their guide to teach the rest of the group their sports hand signals.</p> <p>See <a href="http://news.bbc.co.uk/sport1/hi/football/rules_and_equipment/default.stm">http://news.bbc.co.uk/sport1/hi/football/rules_and_equipment/default.stm</a></p>	90 minutes	

## LO4 - BE ABLE TO APPLY PRACTICE METHODS TO SUPPORT IMPROVEMENT IN A SPORTING ACTIVITY

<b>Learning Outcome — The learner will:</b>
LO4 Be able to apply practice methods to support improvement in a sporting activity

Suggested content	Suggested activities	Activity duration	Links to other units
1 Key skills	Learners could select a sport that they take part in and identify the main skills that are used on that sport. For examples, basketball would include running, dribbling the ball, throwing, catching, shooting, dodging etc. Learners can then give themselves points (from 1 – 10) to represent how successful they feel they are at each of the identified skills. From the allocation of these points learners can highlight their strengths and those skills which they feel are in need of further development. Learners can use Task 1 on Lesson Element Improving sports performance to support this activity. See <a href="http://www.sportplan.net/">http://www.sportplan.net/</a>	45 minutes	
2 Types of skill	Learners could describe what is meant by simple and complex skills and open and closed skills. Then learners could take the skills that they identified as being important to their chosen sport and decide which are simple, which are complex and which sit somewhere in between along the simple/complex continuum. For those that are simple/towards the simple end of the continuum learners could list other sports or activities which use this skill. Learners could also think about whether their sport's skills are open, closed or sit somewhere between the two on the open/closed continuum. Learners could mark on the continuum where they think each of the skills sits. Task 2 on Lesson Element Improving sports performance can help learners with this task. See <a href="http://www.youtube.com/watch?v=h0o-1qNieYE">http://www.youtube.com/watch?v=h0o-1qNieYE</a>	30 minutes	
3 Ideally my skill would...	Learners can select one of the skills that was identified as being in need of improvement and can think about: <ul style="list-style-type: none"> <li>• What it would 'look like' if it were carried out more effectively - would it be more accurate, achieve success more often, be done faster etc?</li> <li>• What effect it would have on their overall performance if they could do this skill more successfully – would they win more tackles, convert more shots into points, score more runs etc?</li> </ul> Lesson Element Improving sports performance can be used to record learners' thoughts.	30 minutes	R053 LO2 and LO3

Suggested content	Suggested activities	Activity duration	Links to other units
4 Types of practice	<p>In order to understand the different approaches to skill improvement. Learners could take the skill that is in need of development and design/find ideas for different types of practices. Learners could describe (using diagrams as appropriate) a practice:</p> <ul style="list-style-type: none"> <li>• where the whole skill is performed at once</li> <li>• which breaks the skill down into parts which are performed separately</li> <li>• which puts the skill into a range of different situations (like those that might be experienced in a game/performance situation).</li> </ul> <p>Task 4 on Lesson Element Improving sports performance can be used to record ideas. See <a href="http://www.brianmac.co.uk/articles/tindexski.htm">http://www.brianmac.co.uk/articles/tindexski.htm</a></p>	90 minutes	R053 LO2 and LO3
5 Practice makes perfect	<p>Learners could select the most appropriate type of practice for the skill they have highlighted as needing development and devise and plan two different drills or practices that they think will help them to improve this. Learners can think about the space and equipment that will be needed for their drills/practices, they can also introduce the main 'teaching points' for their skill. If appropriate learners might lead their peers through their practices. Learners can plan for this using Task 5 on Lesson Element Improving sports performance. See <a href="http://www.cne-siar.gov.uk/activeschools/documents/Basketball%20Games,%20Skills%20&amp;%20Drills.pdf">http://www.cne-siar.gov.uk/activeschools/documents/Basketball%20Games,%20Skills%20&amp;%20Drills.pdf</a> <a href="http://www.sportplan.net/">http://www.sportplan.net/</a></p>	60 minutes	R053 LO1, LO2 and LO3
6 Measuring improvement	<p>Learners can mind map the different strategies that could be used to measure how much and in what way they improve their identified skill. Learners can use Task 6 on Lesson Element Improving sports performance to record their thoughts. Learners could select one or more evaluation methods/tools and employ it/them to measure how much improvement has been made and what still needs to be done.</p>	60 minutes	R053 LO4

## 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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