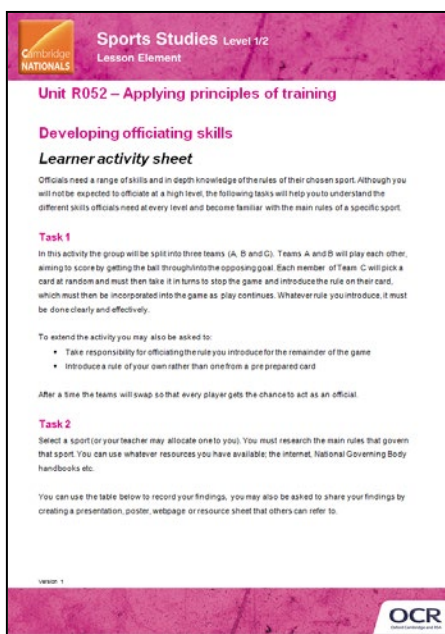


## Unit R052 – Developing sports skills

### Developing officiating skills

### Instructions and answers for teachers

*These instructions should accompany the OCR resource ‘Developing officiating skills’ activity which supports OCR Cambridge Nationals in Sport Studies.*



#### The Activity:

Officials need a range of skills and in depth knowledge of the rules of their chosen sport. Although you will not be expected to officiate at a high level, the following tasks will help you to understand the different skills officials need at every level and become familiar with the main rules of a specific sport.

Task 1 – Three’s a crowd: 60 minutes

Task 2 – Rules rule: Up to 2 hours

Task 3 – Fair’s fair: 60 minutes



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

## Task 1

To set up this activity, split the group into three teams (A, B and C). Mark a playing area that is big enough for two of the three teams to play each other in an invasion type game. Make a goal at each end, this might be two cones, hoops on the floor or existing goals/baskets/hoops etc. You will need one ball; a large sponge ball or soft touch volleyball would be best but any ball will suffice.

Tell teams A and B that they will play each other, aiming to score by getting the ball through/into the opposing goal. Introduce the minimum rules you feel the game needs in order to be playable and safe (you can't move the goals and you can't push anyone over are a good place to start).

Each member of Team C picks a card at random from the pre prepared cards below. Learners must take it in turns to stop the game and introduce the rule on their card, which must then be incorporated into the game as play continues. Whatever rule they introduce, it must be done clearly and effectively.

You might have to introduce a time limit between 'stops' so that players actually get to play. You might have to encourage more reticent learners to make their 'stop'. Use each 'stop' as an opportunity to highlight to all players that, when they stop the game they should aim to:

- Make their 'stop' clear and confident, walking on to the field of play as necessary.
- Ensure their rule is explained clearly and concisely.
- Use a demonstration to back up their verbal communication.
- Check understanding.

To extend the activity learners could:

- Take responsibility for officiating the rule they introduce for the remainder of the game
- Introduce a rule of their own rather than one from a pre prepared card.

After a time the teams will swap so that every player gets the chance to act as an official.



### Rule cards

 <p>When you have the ball you must not move your feet</p>	 <p>You must make an animal sound every time you gain possession of the ball</p>
 <p>The ball can only be kicked from one player to another</p>	 <p>The ball can only be rolled from one player to another</p>
 <p>Every team member must touch the ball before an attempt can be made on goal</p>	 <p>A goal can only be scored from outside a given area (you decide the area)</p>
 <p>Players can run with the ball, possession changes to the other team if the player with the ball is 'tagged' while they have the ball</p>	 <p>All players must adopt the 'crab' position (on hands and feet facing upwards) and play like this until the next 'stop'</p>
 <p>The ball can be dribbled like in basketball</p>	 <p>The ball can only travel using a bounce pass</p>
 <p>After you have passed the ball, you must do 5 star jumps</p>	 <p>Players must stay in their given area of the court (you decide the areas and who can go where)</p>

## Task 2

Allow learners to select a sport or you can allocate one to them. Learners must research the main rules that govern that sport. They can use whatever resources they have available; the internet, National Governing Body handbooks etc.

Learners can use the table below to record their findings, they could also share their findings by creating a presentation, poster, webpage or resource sheet that others can refer to.

Name of sport

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List the resource(s) you used to find this information

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Brief history of the sport – when, where, why, how was it first played?

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Name of rule	Brief explanation of the rule	What happens if this rule is broken?

What kit is worn? Why is this kit worn? What are the rules surrounding kit?

What specialist equipment is used? Why is this equipment used? What are the rules surrounding equipment?

## Task 3

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:

- favouring a certain team/player
- showing bias against a certain team/player
- being unnecessarily harsh in their sanctions
- being very unconfident in their decisions
- being overly aggressive/confrontational
- being easily swayed/changing their mind about decisions
- any other way that could be unfair and/or inconsistent

Learners will soon realise that the poor officiating is having a negative effect on the game and could answer the questions below to consolidate their thoughts. Learners could use the table below to record their findings.

What game was played?

Did the official(s) do anything that you thought had a negative impact on the game?

If you answered 'yes' to the question above, describe here what they did wrong

What affect did the official's behaviour have on you?

What affect did the official's behaviour have on the game?

When you are the official what will you make sure you do/don't do in order to officiate fairly and consistently?





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