



Accredited

# OCR LEVEL 3 CAMBRIDGE TECHNICALS IN SPORT

A large, stylized number '1' graphic that serves as a background for the text. It is composed of various images of athletes in motion, including runners, swimmers, and cyclists, rendered in black silhouettes against a background of orange, yellow, and red geometric patterns and splatters.

A PROJECT APPROACH  
TO DELIVERY

SETUP A SPORTS  
EVENT

OCTOBER 2014

**OCR**  
Oxford Cambridge and RSA



## INTRODUCTION

The purpose of this guide is to give you an overview of how you could holistically deliver a range of units from the Cambridge Technical in Sport Level 3. When delivering any qualification it is always useful to be able to look at the variety of units and consider how they are or could be linked together – a holistic approach.

A holistic approach will provide you with a structured plan to teach the learners how a range of topics work together across a number of units, providing them with some understanding of how skills and knowledge could link together in a working environment.

This guide looks at the delivery and facilitation for learning of the following units:

- Unit 02 – Sports coaching
- Unit 07 – Practical team sports
- Unit 11 – Practical individual sports
- Unit 13 – Leadership in sport
- Unit 19 – Organising sports events
- Unit 22 – Assessing risk in sport

In this example, the objective is for learners to plan and deliver a sports event. This will be possible through planned delivery of the units taking into consideration aspects of safety and promoting the event as appropriate.

The intention is that learners will be taught a range of knowledge and skills within each of the units and then carry out relevant review activities at various stages. Each of the reviews (once successfully completed by the learner) will provide the foundation for their final assessment. The practice review activities within the modules **must not** be used for final assessment purposes.

It is assumed that learners will be given the opportunity to carry out activities that will enable them to practice the skills they have learnt within each module prior to being given final assessment activities.



When considering a holistic approach to delivery and learning, it is important to consider the overall objectives. In this guide the objectives are to:

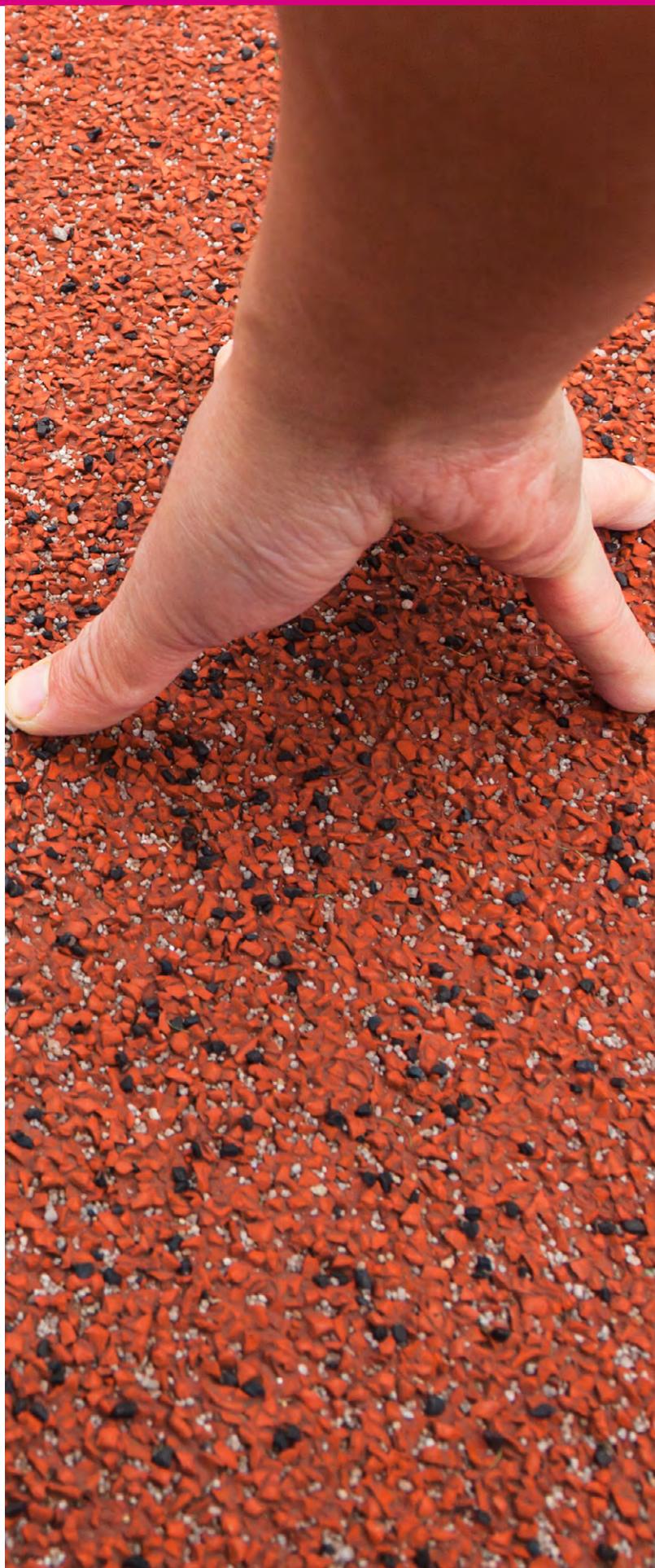
- Deliver aspects of six units towards the overall Level 3 qualification
- Structure a programme of learning and reviews which are exciting and engaging for the learners, encouraging them to undertake the necessary independent personal research and study expected of a Level 3 learner
- Provide learners with an overview of how the knowledge and skills gained in one unit support the knowledge and skills used within other units
- Provide the learners with an opportunity to consider how they would use the skills gained through the completion of these units in the wider working environment.

As stated previously, the end result for learners will be the delivery and evaluation of a sports event that they have planned and organised themselves. For the purposes of this guide, the intention is for learners to plan and deliver an event which includes the coaching of specific activities and the leading of sports competitions.

Please see the Teaching Content section for the identified Learning Outcomes, found within the individual units ([www.ocr.org.uk/qualifications/cambridge-technical-sport-level-3-certificate-introductory-diploma-subsidary-diploma-diploma-extended-diploma-05407-05409-05412-05415-05418/](http://www.ocr.org.uk/qualifications/cambridge-technical-sport-level-3-certificate-introductory-diploma-subsidary-diploma-diploma-extended-diploma-05407-05409-05412-05415-05418/))

This guide is divided into 8 modules which may be subdivided or combined depending on teaching time available.

The table on the following page shows where each module provides delivery approaches and learning opportunities to ensure a thorough review of skills and understanding prior to final assessment and evidencing by the learner. Please note, final evidence may be presented in a similar holistic way. Learners must be able to evidence achievement for each of the six units independently.





## Project process

The following stages of the planning and implementation of the sports event will be covered in this guide:

- Understanding competition formats
- Understanding the roles and responsibilities of those involved in sports events
- Coaching sports activities
- Leading competitions
- Planning a sports event
- Planning for health and safety at a sports event
- Delivering a sports event
- Evaluating a sports event

### By Unit/Learning Outcome (LO)

	LO1	LO2	LO3	LO4	LO5
<b>Unit 02</b>	Module 1	Module 3	Module 3	Module 7 Module 8	
<b>Unit 07</b>	Module 3	Module 4			
<b>Unit 11</b>	Module 3	Module 4			
<b>Unit 13</b>	Module 2	Module 4	Module 4 Module 6	Module 7 Module 8	
<b>Unit 19</b>	Module 1	Module 1	Module 4 Module 5	Module 5 Module 7 Module 8	Module 8
<b>Unit 22</b>	Module 6	Module 6 Module 7	Module 6	Module 6 Module 8	

### By Module

<b>Module 1</b>	Unit 19	LO1
	Unit 19	LO2
<b>Module 2</b>	Unit 02	LO1
	Unit 13	LO1
<b>Module 3</b>	Unit 02	LO2
		LO3
	Unit 07	LO1
<b>Module 4</b>	Unit 11	LO1
	Unit 07	LO2
	Unit 11	LO2
	Unit 13	LO2
<b>Module 5</b>	Unit 19	LO2
		LO3
	Unit 19	LO3

<b>Module 6</b>	Unit 13	LO3
	Unit 22	LO1
		LO2
		LO3
<b>Module 7</b>	Unit 02	LO4
	Unit 13	LO4
	Unit 19	LO4
	Unit 22	LO2
<b>Module 8</b>	Unit 02	LO4
	Unit 13	LO4
	Unit 19	LO4
		LO5
Unit 22	LO4	



# Module 1

**The delivery begins with Unit 19 – Organising Sports Events (LO1 and LO2).**

Before learners can begin to plan and deliver their sports event, they need to consider what format their event might take and what are the expectations of those involved in the sports event. For this they will need to have a good understanding of:

- The format of different types of sports events
- The roles and responsibilities of those involved in the planning and delivery of a sports event

Contained within the following assessment criteria/LO(s)/units:

Describe three different types of sports events, using examples	P1	LO1	Unit 19
Describe roles and responsibilities of four individuals involved in planning and delivering sports events	P2	LO2	

During the delivery of the units, the learners should carry out a range of activities to demonstrate and check their knowledge and understanding. They should also undertake review activities as they work through the programme of learning.



## Practice Review Activities

### Activity 1

**Delivery:** The first stage is to identify the aims and objectives for these learning activities. Learners should be briefed on the sequence of modules and practice activities to support their learning and wider understanding of cross working.

As listed earlier in this guide, the following stages of the sports event project can be outlined:

- Understanding competition formats
- Understanding the roles and responsibilities of those involved in sports events
- Coaching sports activities
- Leading competitions
- Planning a sports event
- Planning for health and safety at a sports event
- Delivering a sports event
- Evaluating a sports event

In general this first module begins with the identification of the overall project and what learners will eventually plan, deliver and evaluate. Teachers can share with learners the main aims of the project along with any pre-set parameters (the participants who will take part in the sports event may be preordained for example, or facilities and/or equipment may dictate the nature of the final sports event).

**Practice review activities:** Learners should feel confident that they understand the use of a project approach to learning and have the opportunity to ask questions and clarify what is expected of them. Learners may like to annotate their own copy of the project aims as outlined above and keep this for reference throughout the life of the project.

### Activity 2

**Delivery:** Once learners understand the nature of the project, an accessible way for them to appreciate the task in hand might be to look at famous sports events they are familiar with. Learners could create their own list or the teacher could present a list which includes a range of well-known sports events – national and international – and learners can investigate the format, set up, parameters, aims and so on of each event/specific events.

The teacher could also discuss the similarities between the sports events, what the main differences are, the elements that make each event successful etc.

**Practice review activities:** Learners might select a specific sports event(s) or the teacher may allocate an event(s) to each learner. They will investigate the nature of the event – who participates, entry requirements, the aim/focus, the format and so on. Learners can present their findings in any one of a variety of ways.

Learners can then compare and contrast some of the events (this might work best if the teacher has selected certain events), thinking about similarities, differences, issues/problems, successes etc. Learners can feed their thoughts back to the wider group and a whole group discussion can take place as appropriate.

### Activity 3

**Delivery:** What will become apparent is that most (if not all) of the sports events listed by learners in activity 2 are competitions. This activity continues the theme of sports event as competition and asks learners to understand the different competition formats. Formats covered will include:

- Round robin
- Knockout (plus plate)
- Ladder

The sports event that learners will facilitate as part of this project will include a competitive 'tournament' element and an understanding of these three main competition formats (along with their derivatives such as world cup and pyramid) will enable them to make an appropriate decision regarding the format their own event will take.

The teacher will explain, with examples, each of the main competition formats as listed above. Teachers can give learners the opportunity to take part in each competition format in a practical setting if time allows. Or it may be possible to carry out 'mini' competitions by tossing a coin, cutting cards (higher and lower), playing paper, scissors, rock or a similar activity that allows learners to experience the different formats in a controlled, time aware way. Teachers should also introduce learners to the relevant supplementary information and documentation that accompanies each format, such as:



- The formula to work out a round robin order of play
- The results grid for a round robin
- The use of 'bys' in a knockout
- The various methods of recording and displaying results as they happen
- How to produce a 'ladder' and manage movement up and down the ladder

**Practice review activities:** Learners will record the salient points for each competition format in a way which is easy to refer to at a later date. Taking an active part in each format of competition will help learners to understand its workings. Learners should be able to link the competition formats to the famous sports events they identified in activity 2.

## Activity 4

**Delivery:** In the previous activities learners have been thinking about competitive sports events and have possibly not considered that sometimes sports events don't involve competition. Teachers can facilitate a mind mapping session which asks learners to think about the possible different types of non-competitive sports event that could take place. This list could include events that learners don't necessarily have direct experience of (either watching or participating).

Teachers can ask learners to think about the reasons for holding non-competitive sports events. These might include:

- have mass participation as their aim
- aim to introduce new activities
- reach out to a different audience
- introduce people back into sport
- improve community cohesion
- improve sports performance

**Practice review activities:** Working alone, in pairs or small groups, learners can mind map the different types of non-competitive sports events they can think of. They can then discuss the reasons why non-competitive sports events may be held. They can feed their thoughts back to the rest of the group.





## Activity 5

**Delivery:** Teachers can discuss with learners the differences between competitive and non-competitive events; not just the obvious difference (one is competitive, the other isn't!) but the differences that might occur in aims and objectives, target audience, reasons for participation, activities involved and so on. Teachers can ask learners to list the advantages (for participants, spectators, organisers and other stakeholders) of one type of event over the other.

**Practice review activities:** It is important that learners understand the role that non-competitive sports events can play in encouraging participation; particularly within the kind of settings they may be delivering their own sports event. Whilst knockout tournaments such as Wimbledon may be appropriate at the highest level of tennis and as an exciting spectator event, they may be less relevant in a primary school setting. Learners can, through discussion, mind mapping, researching, surveying and/or presenting show that they understand the need for sports events that cater successfully for all those who are taking part.

## Activity 6

**Delivery:** Now that learners know about different types of sports event, they can start to investigate the roles and responsibilities needed to hold a successful event. For this activity, the teacher can ask learners to pick (or they can be allocated) one famous sports event from the list compiled in activity 2 and to list every role they can think of/see that was involved in the event. For most events the list will probably include roles such as:

- player
- coach
- umpire/referee
- other official(s)
- spectators
- ground staff
- medical staff/physio
- sponsors
- facility manager/staff
- backroom staff

The teacher allocates an identified role to each learner, who must research and then present to the rest of the group the main responsibilities of their given role. The teacher should not allocate the role of coach to anyone at this stage as it will be focussed on individually at a later time.

**Practice review activities:** Learners will select or be allocated a famous sports event from activity 2. They can work individually, in pairs or groups to list all of the job roles that were/are involved in making the sports event a success. Some of these roles are visible (coach, referee/umpire) whilst others may not be seen, but their input is no less important (ground or medical staff).

Learners will be given one role each and must present to the rest of the group the main responsibilities of their given role. Learners can research using the internet or by visiting sports clubs and/or sporting venues to find information for their presentation.

All learners must make notes on the responsibilities of each job role as they listen to the presentations.



## Module 2

**This module moves on to look in more detail at the roles and responsibilities of coaches and sports leaders. This module covers Unit 02 – Sports Coaching (LO1) and Unit 13 – Leadership in Sport (LO1).**

The sports event that the learners plan and deliver will be split into two sections. It will contain a non-competitive sports coaching element, where the aim is for learners to help participants to improve their sporting skills. It will also include a competitive element, where learners take on a sports leadership role and oversee fun, inclusive competition.

In order for learners to take on roles as both coach and leader, they will need to understand:

- The roles and responsibilities of both coach and sports leader
- The skills, qualities and characteristics that are necessary for successful coaches and leaders
- The similarities and differences between coaching and leading sport

Contained within the following assessment criteria/LO(s)/units:

Describe four roles and four responsibilities of sports coaches, using examples of coaches from different sports	P1	LO1	Unit 02
Describe how the roles and responsibilities of sports coaches can affect performance	M1		
Describe three skills common to successful sports coaches, using examples of coaches from different sports	P2		
Describe four qualities, four characteristics and four roles common to effective sports leaders	P1	LO1	Unit 13
Identify qualities, roles and characteristics of specific sports leaders	M1		

During the delivery of the units, the learners should carry out a range of activities to demonstrate and check their knowledge and understanding. They should also undertake review activities as they work through the programme of learning.



## Practice Review Activities

### Activity 1

**Delivery:** During this project, the teacher will refer to sports coaches and to sports leaders and it is important that learners understand the similarities and differences between the two. In this activity, the teacher will ask learners to devise definitions for the terms 'sports coach' and 'sports leader'. Teachers can help learners to appreciate that sports coaches are concerned with improving the performance of participants, whilst sports leaders are concerned with participation – getting as many people involved and active as possible.

Teachers can give learners the opportunity to think about the similarities and differences between leading and coaching in a sporting environment.

**Practice review activities:** Learners will work in pairs or small groups to mind map words they associate with a 'sports coach' and words they associate with a 'sports leader'. Are all the words the same or are there differences? Learners should – with teacher guidance – define the two terms and understand the similarities and differences between the two roles.

**Delivery:** Teachers will set up small group discussions surrounding the roles and responsibilities of sports coaches. Each group will be given a different sport to focus on. Groups can mind map the roles they think a coach in their given sport plays and the responsibilities that come with each role. Groups can feed back to the whole class and a comprehensive list should be made. Teachers can pose questions such as:

- Are the roles of sports coaches different across different sports? In what way?
- Are the responsibilities of sports coaches different across different sports? In what way?
- Is coaching certain sports more difficult than coaching other sports? Why is this?

**Practice review activities:** Learners can work in small groups to mind map the roles and responsibilities of various sports coaches. Pre-prepared worksheets may be useful for learners to record their thoughts and add salient points made by other groups during the feedback session. Discussion can be had surrounding coaching different sports in response to the questions above.

### Activity 2

**Delivery:** This activity sees learners thinking about the qualities and characteristics necessary to coach/lead sport effectively. The teacher will ask learners to think about people they perceive as being effective leaders in the world of sport. These might be famous sports men or women, teachers, coaches or someone else. Once all learners have someone in mind, they can share that person with their partner or the whole group. The teacher can then ask learners to think of two specific characteristics or qualities they feel this person has, that makes them an effective leader.

The teacher can collate a list of qualities and characteristics from the words given by the learners. Learners can then be asked to add any other qualities and characteristics they think an effective sports leader would need. Some words may need further explanation or discussion to ensure every learner understands the word and its importance for a sports leader.

**Practice review activities:** Learners will think of someone they consider to be an effective sports leader. They will then think of two qualities and/or characteristics that this person has, that made them consider them an effective sports leader. Learners can share their person and qualities/characteristics with the rest of the group. Then learners can offer any words not already given, that they feel are important qualities and characteristics for an effective sports leader to have. Learners can record the comprehensive list of leadership qualities and characteristics for future reference.

### Activity 3

**Delivery:** The teacher can lead a sports session where they demonstrate poor coaching skills. This may include things such as:

- Arriving late
- Forgetting/losing keys
- Not having appropriate equipment
- Not having a plan
- Leading activities which are not suitable for the space/equipment/participants
- Communicating poorly
- Being unfair/biased
- Being overly aggressive/weak/lacking confidence



At the end of the session the teacher can ask learners to give their opinions on his/her performance – verbally or on a pre-prepared questions sheet. Discussion should centre around the effect that the coaches lack of skills had on the enjoyment, achievement and safety of the session.

The teacher can then ask learners to complete a worksheet to list the skills a coach needs to be successful and to suggest why each skill is important/what effect it has on the success of the session.

**Practice review activities:** Learners can take part in the practical session and then discuss/complete a worksheet to give feedback on the coach's performance. Learners should be aware of all of the things the coach did poorly/wrong and understand the negative impact these things had on their enjoyment and achievement in the session. Learners can then turn this around by completing a worksheet that asks them to list the skills a successful coach needs and to suggest why these skills are important.

## Activity 4

**Delivery:** Learners will now understand the qualities and characteristics that successful sports leaders and coaches possess, and they will also recognise the effect that poor leadership can have on the success of a session. In this activity, the teacher can use pre-prepared cards describing different types of leader (such as those devised by Rainer Martens) and can facilitate role play activities so that learners can see the effect that different styles of leadership can have. The teacher should give learners the opportunity to discuss each style of leadership they experienced, the good and bad elements and what effect this had on their enjoyment and success in the session.

**Practice review activities:** Learners will take part in practical based activities, taking it in turns to lead the rest of the group in the style of leadership on the card they are given. Some leadership styles will portray broadly positive characteristics, whilst others will be less aspirational in their approaches. At the end of the activity, learners should discuss the positive and negatives of each leadership style, and also think about how their experiences will affect them when they coach or lead other people.





## Module 3

**This module will focus on planning the coaching element of the sports event. This module covers Unit 02 – Sports Coaching (LO2 and LO3) Unit 7 – Practical Team Sports (LO1) and Unit 11 – Practical Individual Sports (LO1).**

The sports event that learners will plan and deliver for this project will be split into two distinct parts; the coaching session will see participants undertaking skills and drills that aim to improve their knowledge and ability in a given sport/sports. Then the competitive element will take the sport/sports from the coaching session and put them in a fun, competitive environment.

In order for learners to plan the coaching element of their sports event, they will need to understand:

- The skills, tactics and techniques required by selected team and individual sports
- The different factors that are involved in the planning of a coaching session
- How to bring together all of the factors in order to plan an effective and appropriate coaching session

Contained within the following assessment criteria/LO(s)/units:

Describe three different techniques that are used by coaches to improve the performance of athletes	P3	LO2	Unit 02
Identify techniques being used by coaches to improve performance during a practical session	M2		
Plan a sports coaching session	P4	LO3	Unit 02
Describe skills, techniques and tactics required in two different team sports	P1	LO1	Unit 07
Describe skills, techniques and tactics required in two different individual sports	P1	LO1	Unit 11

During the delivery of the units, the learners should carry out a range of activities to demonstrate and check their knowledge and understanding. They should also undertake review activities as they work through the programme of learning.



## Practice Review Activities

### Activity 1

**Delivery:** The teacher will help learners to understand that before they can start to plan their coaching session, they need to find out lots of different information. The teacher can lead a whole group/facilitate small group mind mapping activity to find all of the questions that learners will need to ask and the answers they will need to get, before they can begin to plan their session.

**Practice review activities:** In small groups or as a whole group, learners will mind map the questions they need to find answers to before they can plan their session. Once a comprehensive list has been compiled, learners should record the questions in an appropriate format, so they can refer to it at a later date, and ideally also record the relevant answers once they are known.

### Activity 2

**Delivery:** The teacher can give learners any answers that they already know – for example the date of the sports event may be predetermined, as might the participant group, the timings and so on. The teacher can give learners any other information they will need in order to ask their questions – for example contact details for relevant stakeholders.

**Practice review activities:** Learners are now going to find the answers to their list of questions. Some answers may be given to them by their teacher. Other answers they will have to find themselves. Learners should be encouraged to make contact with relevant stakeholders themselves and they can think about the most appropriate way to do this for each person. Once learners have asked their questions and found out the answers, they can record them in an appropriate format for future reference.

### Activity 3

**Delivery:** Learners should now know (amongst other things):

- Age of participants
- Number of participants
- Previous experience of participants
- Ability/disability/specific needs of participants
- Facilities/playing surface available
- Equipment available
- Duration of the session

Given this information, the teacher will ask learners to choose two individual sports and two team sports that are possibilities for delivery in the coaching element of the sports event. If the teacher wants to challenge learners and/or extend the range of possible sports, they may like to allow them to select only from a targeted list rather than let them have free rein over their choice.

**Practice review activities:** Now that learners know the answers to most if not all of their questions, they can use this information to help them choose which sport to focus on in the coaching element of their sports event. They will select two individual sports and two team sports that are contenders for inclusion in the event. There may be a temptation to pick sports they are very familiar and confident in coaching; this may be fine, or the teacher may decide to widen the range of sports on offer at the event and allow selection from a specific list only.

### Activity 4

**Delivery:** Having agreed the sports selected by learners, the teacher will now ask them to describe the skills, techniques and tactics required in their chosen sports. Depending on the learner's familiarity with the sports, the teacher may be able to set this as independent learning or may have to offer more support. Teachers will help learners to decide which sport(s) will be most appropriate to coach for their sports event.

**Practice review activities:** Learners will now describe the skills, techniques and tactics required in their four chosen sports. Learners can do this independently or may require more teacher support, depending on their familiarity with the selected sports. Learners may present this information in a range of ways. Once learners are fully aware of the sport's requirements, they can make an informed choice about which one(s) to coach at the sports event.



## Activity 5

**Delivery:** Now that learners have selected their sport(s), they can set about planning the coaching element of their sports event. The teacher can support learners whilst they carry out this task, ensuring that they have considered all aspects in their planning and that their plans are achievable and appropriate within the parameters of the sports event.

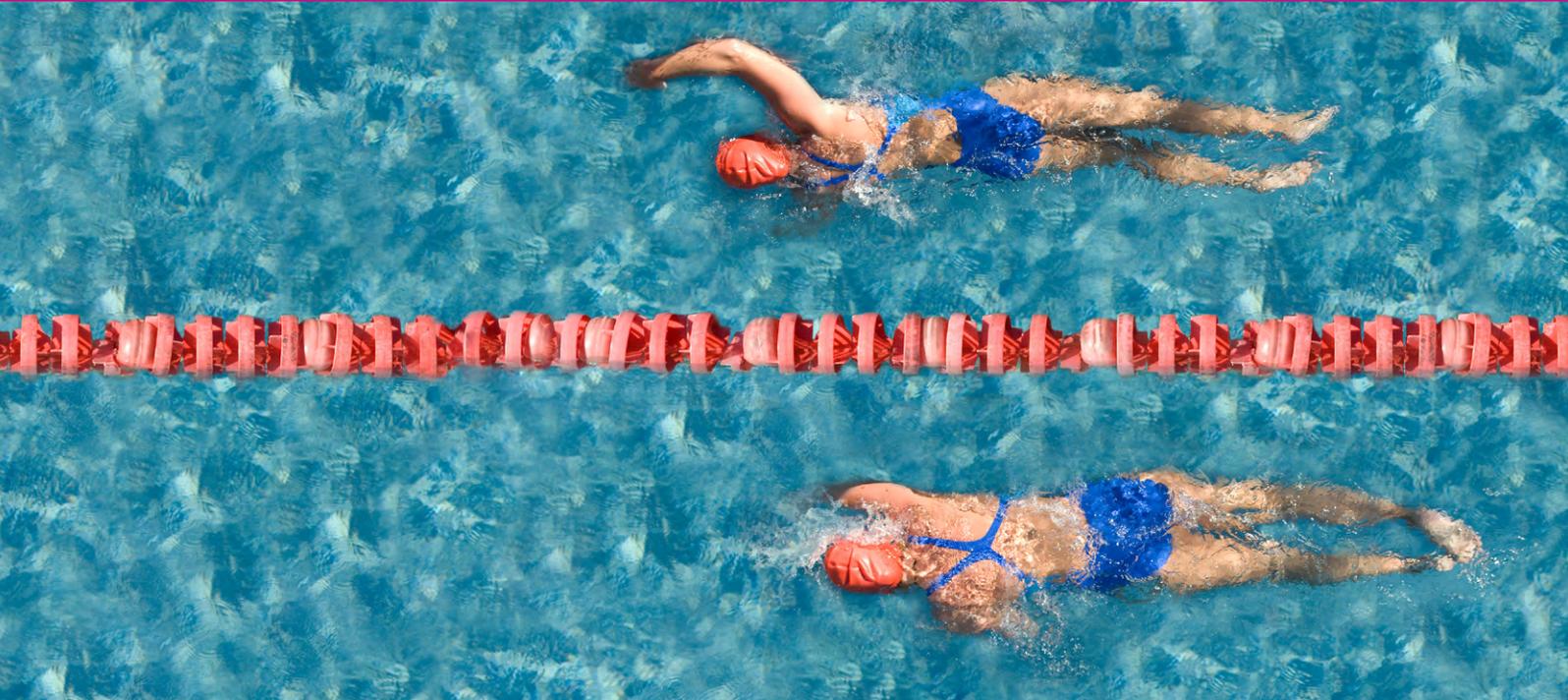
**Practice review activities:** Learners can now plan the coaching element of their sports event, taking into account all of the information gleaned so far. They can record their coaching session plan in an appropriate format, so they can refer to it at a later date.

## Activity 6

**Delivery:** Learners will know that one of the main objectives in a coaching session is to improve participant performance, and they will have planned skills, drills and/or other activities as part of their coaching session with the intention to do just that. For this activity, the teacher will help learners to understand the different ways that a coach can improve the performance of participants. The teacher can deliver a practical coaching session, planning to use as many different techniques for improving performance as possible. The learners will take part in the session and must make a mental note of any techniques for improving performance that they see the teacher use. The teacher can facilitate a group discussion after the session to identify and explain all of the techniques highlighted.

**Practice review activities:** Learners will take part in a practical session led by the teacher. During the session they must make a mental note of all of the techniques for improving performance that they observe. After the session they can discuss their observations and ensure they understand why and how each technique was utilised. Learners can also think about which of the techniques they will use during their coaching session and add them to their session plan as appropriate.





# Module 4

**This module will focus on planning the competition element of the sports event. This module covers Unit 07 – Practical Team Sports (LO2), Unit 11 – Practical Individual Sports (LO2), Unit 13 – Leadership in Sport (LO2 and LO3) and Unit 19 – Organising Sports Events (LO3).**

As has already been explained, the sports event that learners will plan and deliver for this project will be split into two distinct parts; the competitive element will see learners take on a sports leadership role; leading and officiating fun, inclusive games activities. Participants will get the chance to put the skills and techniques they have learnt during the coaching element of the event into a competitive environment.

In order for learners to plan and lead the competitive element of their sports event, they will need to understand:

- The rules and regulations of selected team and individual sports
- The various roles and responsibilities necessary for a successful competition
- How to plan a sports tournament activity
- The psychological factors that are important when leading sport

Contained within the following assessment criteria/LO(s)/units:

Describe the rules and regulations of two different team sports, and apply them to three different situations for each sport	P2	LO2	Unit 07
Describe the rules and regulations of two different individual sports, and apply them to three different situations for each sport	P2	LO2	Unit 11
Describe four psychological factors that are important in the leading of sports activities	P2	LO2	Unit 13
Produce a plan for leading a selected sports activity	P4	LO3	Unit 13
Plan a tournament sports event for a specific sport	M1	LO3	Unit 19

During the delivery of the units, the learners should carry out a range of activities to demonstrate and check their knowledge and understanding. They should also undertake review activities as they work through the programme of learning.



## Practice Review Activities

### Activity 1

**Delivery:** The teacher can remind the learners of the information they gained as part of Module 3. Bearing this information in mind, the teacher will ask learners to choose two individual sports and two team sports that are possibilities to lead in the competitive element of the sports event. The competitive element will progress on from the coaching session, so the sports selected must come from the list of activities that have already been chosen for the coaching session. However, the teacher may decide that learners will lead different sports for each aspect of the event. So, for example one learner may coach hockey and tennis in the morning but lead netball and athletics competitions in the afternoon.

**Practice review activities:** Learners can use the information that is now known to help them choose which sports to focus on in the competitive element of their sports event. They will select two individual sports and two team sports that are contenders for inclusion in the event. The competitive element will progress on from the coaching session, so the sports selected must come from the list of activities that have already been chosen for the coaching session. However, as previously mentioned, the teacher may decide that learners will lead different sports for each aspect of the event.

### Activity 2

**Delivery:** For each of the selected sports, the teacher can check that the learners understand the rules and regulations. The teacher may feel it is necessary to recap and may choose to do this in a practical way. The teacher may set this as a piece of independent learning and/or as a research project. The teacher should give learners the opportunity to officiate their chosen sports in a practical setting. At the end of this activity, learners can decide which sport they will focus on for the competitive element of their sports event.

**Practice review activities:** Learners must know the rules and regulations for their selected sports. They can present this information in a variety of ways, but it will be useful if they can refer to it at a later date. Learners should also be able to put their knowledge into a practical setting by taking on the role of the official in their chosen sports. They can do this with their

peers or by leading younger children. At the end of this activity, learners can decide which sport they will focus on for the competitive element of their sports event.

### Activity 3

**Delivery:** Now that learners have selected which sport will be the focus of their competitive element, they can decide which competition format to adopt. The teacher will need to refer learners back to the activities in Module 1, with specific reference (with a recap as necessary) to the different competition formats. The sport that has been chosen may influence the decision (racket sports often use a ladder system for example) and when making their decision, Learners should also consider:

- The age of the participants
- The numbers involved
- The space available
- The equipment available.

Learners should also remember that the competition should be **fun and inclusive** for all participants.

**Practice review activities:** Learners can now decide which of the different competition formats they will use for their sports event.

### Activity 4

**Delivery:** Now that learners have chosen the competition format they wish to use, they can begin to plan their tournament. The teacher should encourage learners to think about the roles and responsibilities that will be needed to make the competition successful. These may include roles such as:

- Umpire/referee
- Scorer
- Timekeeper
- Other officials (touch judge, linesperson etc.).

They will also need to consider things such as:

- How the order of play will be devised and communicated to participants/officials
- How scores will be collated and displayed
- Timings of matches
- The mechanics of team/player changeover

The teacher should encourage learners to record their decisions in an appropriate format for ease of future reference.



**Practice review activities:** Now that learners have chosen the competition format they wish to use, they can begin to plan their tournament. They should think about the roles and responsibilities that will be needed to make the competition successful and the other aspects they will also need to consider. Learners should record their decisions in an appropriate format for ease of future reference.

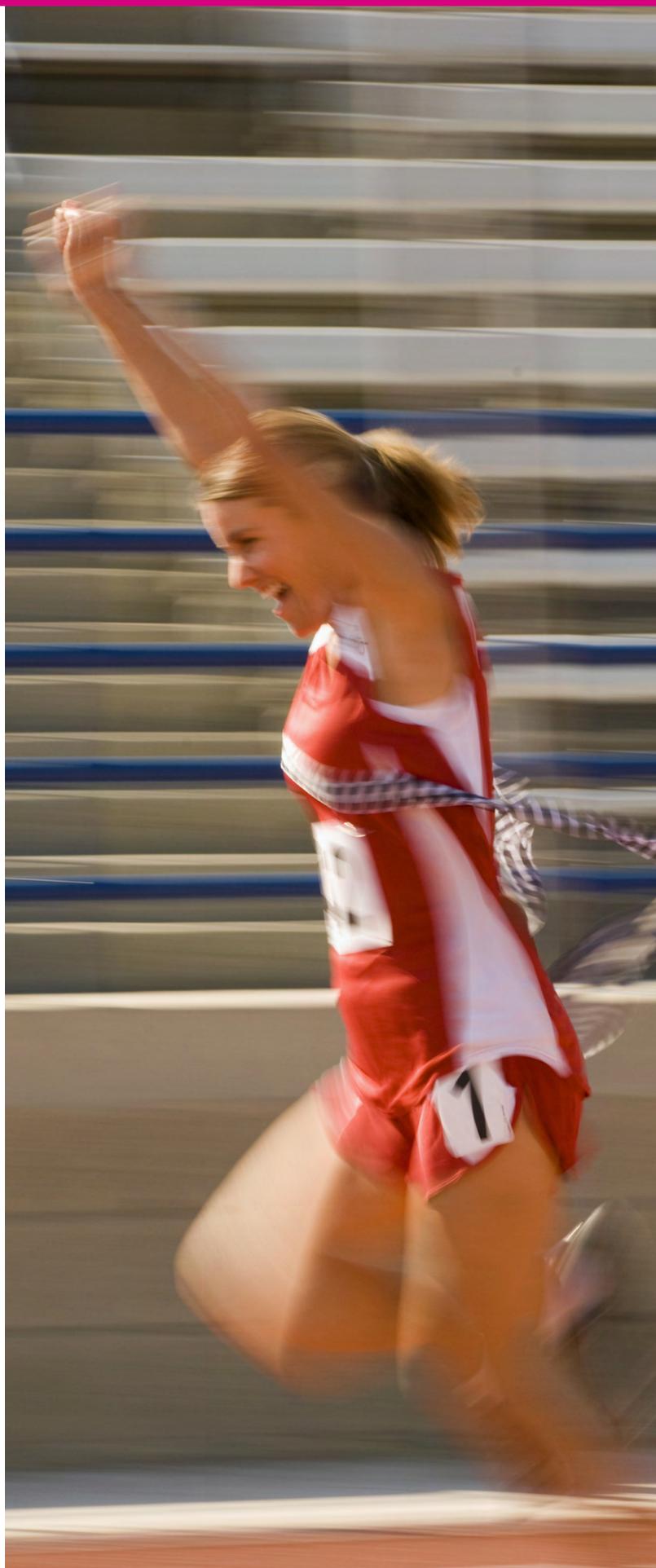
## Activity 5

**Delivery:** This activity asks learners to consider the psychological factors that will affect the success of their leadership. The teacher can discuss with learners what is meant by psychological factors including things such as:

- Teamwork
- Motivation
- Achieving success
- Challenge

The teacher should ensure that all learners understand what these things are and why they are important for successful leadership. The teacher could split the group into smaller groups and give them each one of the identified psychological factors. Each group can then suggest different methods of achieving each factor (i.e. different motivational methods, different ways to challenge participants etc.) and the ways in which this element can be used to best effect when they lead. The teacher may wish to demonstrate the importance of these psychological factors through practical activities. The teacher could use a range of different motivational methods (praise, encouragement, competition, prizes, punishment etc.) and/or use a range of ways to challenge (personal target setting, group target setting, self-selection of equipment etc.) during a practical session and then discuss these with learners at the end.

**Practice review activities:** Learners should consider the psychological factors that will affect the success of their leadership. Learners can work in small groups to discuss the use/importance of each of the identified psychological factors. Each group can then suggest different methods of achieving each factor (i.e. different motivational methods, different ways to challenge participants etc.) and the ways in which this element can be used to best effect when they lead.





## Module 5

**This module will focus on creating an overall plan for the sports event and the promotion of the sports event. This module covers Unit 19 – Organising Sports Events (LO3 and LO4).**

Learners will have already made plans for both the coaching element and the competitive element of their sports event separately. This module is concerned with creating an overall plan for the event and in looking at how they will promote their sports event.

In order for learners to plan and promote their sports event, they will need to understand:

- The many and varied decisions they will have to make
- How to create an action plan
- Various methods of promoting their sports event

Contained within the following assessment criteria/LO(s)/units:

Plan a sports event, with tutor support	P3	LO3	Unit 19
Produce material suitable for promoting the sports event	P4		
Produce material suitable for promoting a tournament sports event	M2		
Plan a multi-discipline sports event	D1		
Produce material suitable for promoting a multi-discipline sports event	D2		
Deliver a sports event with tutor support describing own roles and responsibilities	P5	LO4	Unit 19

During the delivery of the units, the learners should carry out a range of activities to demonstrate and check their knowledge and understanding. They should also undertake review activities as they work through the programme of learning.



## Practice Review Activities

### Activity 1

**Delivery:** A useful starting point for the creation of the overall sports event plan is to collate all of the information that is known so far. The teacher can support the learners in gathering this information.

**Practice review activities:** If learners are to create an overarching plan for their sports event, they need to gather all of the information they have produced so far. This includes:

- The answers to all of the questions
- The plan for the coaching element of the event
- The plan for the competitive element of the event
- Any other information that is known

Learners should ensure that this information is readily available and easily accessible to them.

### Activity 2

**Delivery:** The next stage is for learners to create a schedule of events. The teacher can support learners in this task and ensure that no important steps are omitted. A pre-prepared template will be a useful tool for learners to complete.

**Practice review activities:** Learners will now create a schedule of events. This will list everything that will happen on the day of the event – from start to finish – with approximate timings.

The schedule will include elements at the start of the day such as:

- Transport/getting learners and/or participants to the right place
- Arrival
- Registration/welcome
- Changing and/or leaving personal belongings somewhere

And go right through to the end of the day with things like:

- Prize giving
- Changing and/or collecting personal belongings
- Leaving the premises
- Transport home

### Activity 3

**Delivery:** The information that falls out of activity 2 will help learners to create an action plan; to see what decisions still have to be made and which jobs still need doing. The teacher can support learners in this task and ensure that no important steps are omitted. A pre-prepared template will be a useful tool for learners to complete.

**Practice review activities:** Learners will use the information from activity 2 to help them create an action plan. This should be in the form of a table and will include columns such as:

Task – what needs doing?	How will it be done?	Who will do it?	By when?	Notes	✓ when done

Learners should be encouraged to discuss their action plan with other learners/groups to minimise the risk of missing out important tasks. The action plan should be referred to at regular intervals and appropriate steps should be taken to ensure all jobs get done.

### Activity 4

**Delivery:** The teacher will ensure that all learners are confident about the role(s) they are to play in the planning and delivery of the sports event, and the responsibilities they must undertake in order to fulfil their role(s) successfully.

**Practice review activities:** Learners can create a chart/pictogram/table or similar tool which sets out the role(s) and responsibilities that they will take on during the planning and delivery of their sports event.

### Activity 5

**Delivery:** Teachers can set learners the task of mind mapping the different ways in which information reaches them and in particular the ways in which products are promoted to them. The teacher can create a whole group list and ensure no important channels of communication have been missed. The teacher can facilitate group discussions to establish the most/least effective method of promotion (according to learners).

**Practice review activities:** Learners can work in small groups to mind map the different ways in which information reaches them and in particular the ways in which products are promoted to them. A whole group list can be created to ensure no important channels of communication have been missed.



The group can discuss the methods of promotion that they feel are most/least effective.

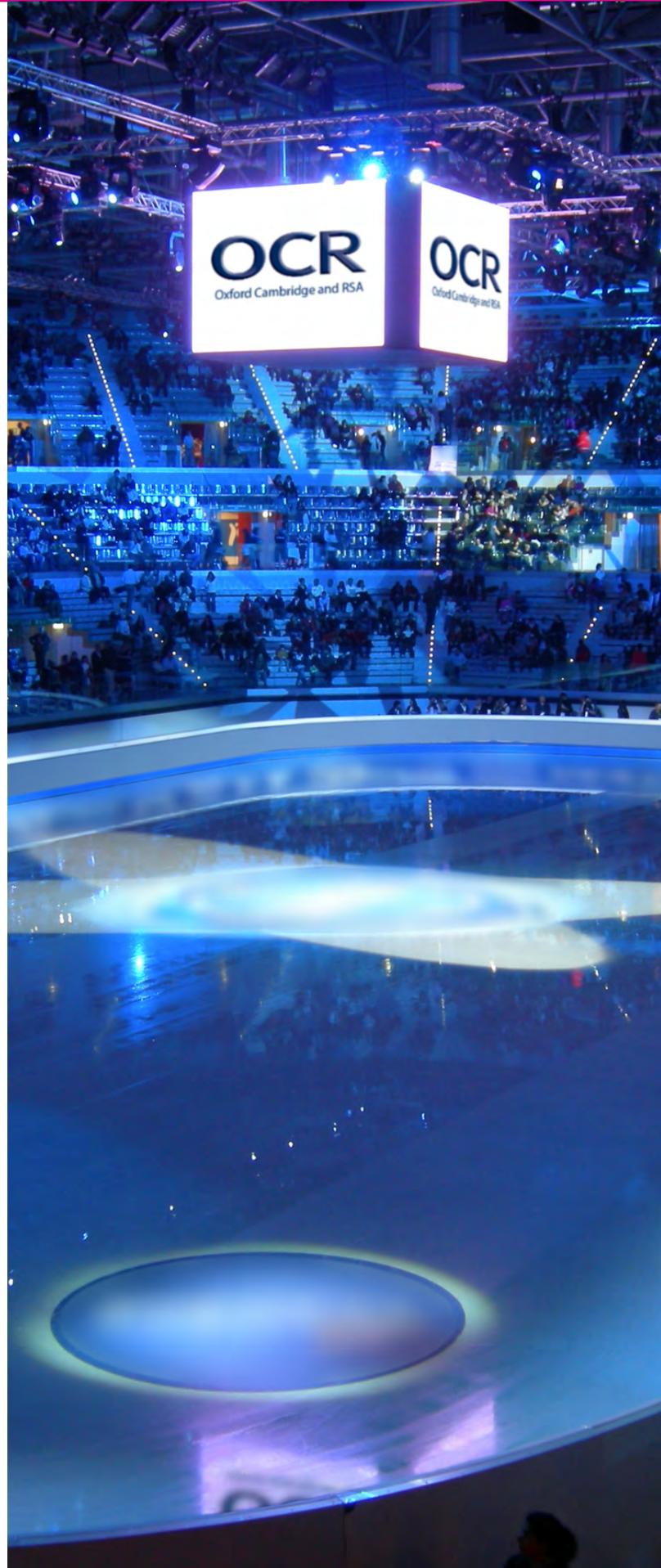
## Activity 6

**Delivery:** Learners can now decide on their promotional strategy; the teacher can support them in the decision making process and in the creation of the promotional materials they may choose to produce.

**Practice review activities:** Learners will now decide how they plan to promote their sports event, who they will promote it to and what promotional materials they will need. Learners may decide to promote their sports event through:

- Social media
- Websites
- Leaflets
- Posters
- Letters
- Email
- Phone calls
- Personal visits (to the primary school for example)
- Print media
- Any other appropriate platform

The details of the sports event (where, when, for whom) will determine the type of promotion it needs and this in turn will govern the promotional materials that need to be created.





## Module 6

**This module will focus on the knowledge and practical steps that are necessary to ensure safety is planned into the sports event. This module covers Unit 13 – Leadership in Sport (LO3) and Unit 22 – Assessing Risk in Sport (LO1, LO2, LO3 and LO4).**

The health and safety of participants and everyone involved in the sports event is of paramount importance. As such, appropriate time and focus should be devoted to ensuring all learners understand the processes involved and the role they will play in creating and maintaining a safe environment for all.

In order for learners to plan for safety in their sports event, they will need to understand:

- Legislative factors that influence health and safety
- Legal and regulatory bodies that influence health and safety
- How to carry out a risk assessment
- How to incorporate safety into their planning

Contained within the following assessment criteria/LO(s)/units:

Produce a risk assessment for a selected sports activity	P3	LO3	Unit 13
Describe four legislative factors that influence health and safety in sport	P1	LO1	Unit 22
Describe the legal factors and regulatory bodies that influence health and safety in sport	P2		
Give examples of specific legislative and legal factors which have influenced health and safety in sport	M1		
Carry out risk assessments for two different sports activities with tutor support	P3	LO2	Unit 22
Design own risk assessments for a range of sports activities	D1		
Describe three procedures used to promote and maintain a healthy and safe sporting environment	P4	LO3	Unit 22
Give examples of measures used to maintain safety of participants and colleagues within a practical sporting environment	M3		
Produce a plan for the safe delivery of a selected sports activity and review the plan	P5	LO4	Unit 22
Plan safe sporting activities for a range of sporting environments	M4		

During the delivery of the units, the learners should carry out a range of activities to demonstrate and check their knowledge and understanding. They should also undertake review activities as they work through the programme of learning.



## Practice Review Activities

### Activity 1

**Delivery:** It will be advantageous if learners appreciate how important the health and safety of everyone involved in their sports event will be. The teacher can ask learners to think about why health and safety is important and what might happen if due care and attention is not given to health and safety at their sports event.

The teacher may like to find examples online that show the results of not giving health and safety due consideration in a sporting environment.

**Practice review activities:** Learners can discuss the need for health and safety at their sports event and record their thoughts in a suitable format.

### Activity 2

**Delivery:** The teacher should lead a session which looks at:

- The legislative factors that influence health and safety in a sporting environment
- The legal factors that influence health and safety in a sporting environment
- The regulatory bodies who are involved in health and safety in a sporting environment

This activity can be set as an independent research topic, with learners feeding back their findings to the rest of the group, or the teacher may present the information directly to learners.

**Practice review activities:** Learners can record their findings and present them to the rest of the group. Learners should record the information in an appropriate format for future reference.

### Activity 3

**Delivery:** Learners should understand the need for and use of a risk assessment. The teacher may like to use a template they are familiar with, examples can be found online or learners can work together to devise a bespoke risk assessment template. Once a risk assessment template has been finalised, the teacher should explain how and when they will use it and learners should have the opportunity to practice completing it. The teacher could assign a 'health and safety officer' to practical sessions; they will have responsibility for completing a risk

assessment prior to the session and will also be tasked with highlighting any behaviour or situations which may risk the health and safety of participants throughout the session. The teacher could also ask learners to carry out risk assessments of other sessions or sports clubs in order to familiarise themselves with the procedure.

**Practice review activities:** Learners will familiarise themselves with the specified risk assessment template and be given the opportunity to carry out risk assessments in various situations.

### Activity 4

**Delivery:** Learners will have already planned the coaching and competitive elements of their sports event, as well as created a plan for the entire event. This activity asks learners to go back to their plans and to look again at them with a health and safety 'hat' on. The teacher can support the learners in this task, ensuring that every opportunity to improve the health and safety of the event at the planning stage has been taken.

**Practice review activities:** Having already planned their event, learners must now look again at their plans from a health and safety point of view. Learners should add an extra 'health and safety' column to their sports event schedule and to the plans for both the coaching and competition elements of the event. Learners should use this extra column to note down procedures they will follow and/or measures they will take in order to maximise health and safety for that specific activity/at that particular time as well as things to watch out for/be aware of regarding health and safety.

### Activity 5

**Delivery:** An important part of maximising the health and safety of the sports event is the management of first aid and emergency situations. The teacher can support learners in devising/becoming familiar with a process to follow if an emergency situation were to occur.

**Practice review activities:** Learners must be comfortable and confident that they know what to do should an emergency situation occur during their sports event. Learners may simply have to familiarise themselves with well-established first aid and emergency procedures or they may have to do some research to find out who the various points of contact are and what they would have to do in any given situation.



## Module 7

**In this module learners will put all of their planning into practice by leading their sports event. This module covers Unit 02 – Sports Coaching (LO4), Unit 13 – Leadership in Sport (LO4), Unit 19 – Organising Sports Events (LO4) and Unit 22 – Assessing Risk in Sport (LO2).**

Learners will show that they can:

- Lead a selected sports activity with tutor support
- Deliver a sports coaching session with tutor support
- Deliver a sports event with tutor support
- Carry out appropriate actions in order to prevent risk during a sporting activity

Contained within the following assessment criteria/LO(s)/units:

Deliver a sports coaching session, with tutor support	P5	LO4	Unit 02
Lead a selected sports activity, with tutor support	P5	LO4	Unit 13
Deliver a sports event, with tutor support describing own roles and responsibilities	P5	LO4	Unit 19
Carry out appropriate actions in order to prevent risk during a sports activity	M2	LO2	Unit 22

During the delivery of the units, the learners should carry out a range of activities to demonstrate and check their knowledge and understanding. They should also undertake review activities as they work through the programme of learning.



## Practice Review Activities

### Activity 1

**Delivery:** The teacher should support the learners during the delivery of their planned sports event.

**Practice review activities:** The learners will put their planning into action by leading a sports event which includes a coaching session and a competition. Learners must show that they can take appropriate action to ensure the health and safety of all those involved.



## Module 8

**This final module will focus on carrying out a review of the sports event. This module covers Unit 02 – Sports Coaching (LO4), Unit 13 – Leadership in Sport (LO4), Unit 19 – Organising Sports Events (LO4 and LO5) and Unit 22 – Assessing Risk in Sport (LO4).**

Once the sports event is over, it is important that learners have the opportunity to review the event and the role that they played in its success.

Learners will review:

- Their own roles and responsibilities
- The planning and delivery of the sports event
- The performance of participants
- The safety of selected sports activities

Contained within the following assessment criteria/LO(s)/units:

Carry out a review of the planning and delivery of a sports coaching session, identifying strengths and areas for improvement	P6	LO4	Unit 02
Review the performance of participants, within activity, identifying strengths and areas for improvement	P6	LO4	Unit 13
Review own performance in the planning and leading of the sports activity, identifying strengths and areas for improvement	P7		
Identify where a leader has enhanced selected participants experience of a sports activity	M3		
Evaluate own roles and responsibilities in delivering the event	M3	LO4	Unit 19
Review the planning and delivery of a sports event, identifying strengths and areas for improvement, and making suggestions relating to future personal development	P6	LO5	
Create a personal development plan based on personal strengths and areas for improvement in planning and delivering a sports event	M4		
Evaluate the safety of a selected sports activity	D2	LO4	Unit 22

During the delivery of the units, the learners should carry out a range of activities to demonstrate and check their knowledge and understanding. They should also undertake review activities as they work through the programme of learning.



## Practice Review Activities

### Activity 1

**Delivery:** The teacher should ask learners to look again at their own roles and responsibilities as identified in Activity 4, Module 5. Learners can review this list in light of the sports event having taken place and update it as necessary. The teacher can support the learner as they evaluate the roles that they played and the responsibilities they carried out. The teacher may want to help learners to find the most appropriate way of evaluating their roles and responsibilities. This may include:

- Small group/one to one discussion
- Completion of a pre-prepared evaluation form
- Self-evaluation
- Peer evaluation
- Witness statement
- Other valid evaluation methods

**Practice review activities:** Now that the sports event has taken place, learners can evaluate their roles and responsibilities. They may ask themselves questions such as:

- Were the roles I took on important to the success of the sports event?
- What responsibilities did I carry out and what impact did these have on the sports event?
- Which of the roles/responsibilities did I carry out well?
- Were there any roles/responsibilities that I didn't do so well in?
- What aspects of my own roles/responsibilities didn't go so well?
- What would I do differently if I could go back in time and do the sports event again?

Learners should record their evaluation of the roles and responsibilities in a format that is appropriate for them.

### Activity 2

**Delivery:** Following on from evaluating their own personal performance, it might now be useful for learners to review the sports event as a whole. Again, using an appropriate method, the teacher can support learners in their review of the sports event.

**Practice review activities:** Learners can now review the sports event as a whole, not just looking at their own roles, responsibilities and performance, but taking into account all

aspects of the event. Learners should review:

- The planning process
- The promotion of the sports event
- The preparation and organisation of equipment, facilities etc.
- Their interaction with participants
- Their selection of coaching activities, competitive activities and choice of competition format
- Their delivery of the event
- Any other aspects of the sports event

Learners should highlight particular strengths, areas in need of development and make suggestions to improve future performance. Learners should record their review in an appropriate format.

### Activity 3

**Delivery:** Health and safety will have been an integral part of the planning and delivery of the sports event, so it makes sense that learners focus on this as an area in need of evaluation. The teacher can support learners as they evaluate specifically the safety of their event.

**Practice review activities:** Learners can evaluate the safety of their sports event. They may want to evaluate how well they:

- Planned for safety
- Explained specific safety factors to participants
- Identified and responded to safety concerns as they arose during the sports event
- Responded to any first aid (or emergency) situations

Learners should highlight particular strengths, areas in need of development and make suggestions to improve future performance. Learners should record their evaluation in an appropriate format.

### Activity 4

**Delivery:** Learners will have asked and gained answers to many questions in order to help them plan and deliver their sports event. Some of these questions will have concerned the participant's ability and prior experience, and this information will have shaped the kind of activities used on the day. It is useful for learners – now that the event is over – to review the participant's performance in order to help inform their planning in the future. The teacher can support the learners in their review of the participant's performance.



**Practice review activities:** Learners can review the performance of participants in order to inform their future planning. Learners may like to think about questions such as:

- Were the activities in the coaching element of the day aimed at the right level? Were they too easy or too difficult? Could everyone achieve whilst still being challenged?
- Was the competitive element pitched at the right level? Did everyone understand? Were there sufficient rules in the games without them restricting play? Could everyone transfer their coaching into their games play?
- Would you ask different questions and/or ask them in a different way next time?
- What could you have done in order to understand participant needs/abilities more clearly before the event?
- What would you do differently next time?

## Activity 5

**Delivery:** It is always gratifying for learners to hear from the participants how much they enjoyed taking part in their event. It is also useful for review purposes to find out what the participants thought of the sports event. The teacher can support learners in their quest to gain feedback from participants.

**Practice review activities:** Learners should seek to find out what the participants themselves thought of the sports event. There are a range of different ways that learners can find this information including:

- Holding simple, fun, practical evaluations on the day (hold up a green cone if you loved it, red if you didn't etc.)
- Asking for verbal feedback in small groups at the end of the event/activity
- Giving evaluation forms to participants and asking for them to be completed after the event (appropriate for the age of the participants – glad/sad/mad faces etc.)
- Engaging the teacher/coach/group leader of the participants in gaining feedback from their group

Learners should be encouraged to review the feedback that participants give and to incorporate it into their overall evaluation of the day. They should include it in their thoughts on strengths, areas for development and improvements for next time.





## Activity 6

**Delivery:** Having thoroughly evaluated all aspects of the sports event learners can use the information gained to create a personal plan for development. The teacher can decide on and explain the format to be used and support learners in their completion of a personal development plan.

**Practice review activities:** Using all of the evidence gained through the evaluation process, learners can now create their own personal development plan. This plan should highlight their strengths and areas for development. They should select two or three aspects in need of further development and suggest ways in which they might improve in these areas. The plan should be SMART and should have opportunities for review and teacher support included.



## **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 [cambridgetec@ocr.org.uk](mailto:cambridgetec@ocr.org.uk)**

**[www.ocr.org.uk](http://www.ocr.org.uk)**