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CAMBRIDGE NATIONALS IN SPORT SCIENCE

Level 1/2

R041 REDUCING THE RISK OF SPORTS INJURIES

DELIVERY GUIDE

DECEMBER 2014

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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 resourcesfeedback@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.

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



English



Maths

UNIT R041 - REDUCING THE RISK OF SPORTS INJURIES

Guided learning hours : 30

PURPOSE OF THE UNIT

Taking part in sport and physical activity puts the body under stress. Knowing how to reduce the risk of injury when taking part in sport, and how to respond to injuries and medical conditions in a sport setting are, therefore, vital skills in many roles within the sport and leisure industry, whether you are a lifeguard, a steward at a sports stadium or a personal fitness instructor.




By completing this unit, learners will know how to prepare participants to take part in physical activity in a way which minimises the risk of injuries occurring, how to react to common injuries that can occur during sport and how to recognise the symptoms of some common medical conditions, providing a good foundation to undertake formal first aid training and qualifications.



Learning Outcome — The learner will:
LO1 Understand different factors which influence the risk of injury
LO2 Understand how appropriate warm up and cool down routines can help to prevent injury
LO3 Know how to respond to injuries within a sporting context
LO4 Know how to respond to common medical conditions

LO1: UNDERSTAND DIFFERENT FACTORS WHICH INFLUENCE THE RISK OF INJURY

Learning Outcome — The learner will:

LO1 Understand different factors which influence the risk of injury





Suggested content	Suggested activities	Activity duration	Links to other units
1 Safety 1st 	Teachers could create a list of different and varied sport and physical activities. Learners could select (or be given at random) an activity from the list that they have to research from a safety point of view. They could find out about rules, kit that is worn and equipment that is used with safety in mind. Learners could find out about the most common injuries in that sport and if there are any interesting facts regarding safety. Learners could present their findings to the rest of the group or create a display, webpage or poster showing the pertinent information.	1 to 2 hours	
2 Safety code of conduct 	Learners could mind map the different roles that are involved in the world of sport and record their thoughts on Lesson Element Factors which influence the risk of injury. Learners could consider the responsibilities that each role has with regards to safety. Learners could create a 'safety code of conduct' which stipulates the steps that should be taken by each role to ensure the safety of everyone involved. Example codes of conduct can be found at many National Governing Body of Sport websites and also at: http://www.sport-sheffield.com/sport/intra-mural-sport/code-of-conduct http://www.spursladies.co.uk/conduct.htm http://www.ed.ac.uk/polopoly_fs/1.98694!/fileManager/CodeofConduct.pdf	1 hour	R041 LO3
3 Risk assessment 	Learners could define 'what is a risk assessment'? Learners could watch the video clip below: http://www.youtube.com/watch?v=JdQXRO_peow and list all of the things the official does to ensure the safety of others. How many are there in total? Do any learners manage to list them all?	30 minutes	R041 LO3


Suggested content	Suggested activities	Suggested timings	Possible relevance to
4 Health and Safety Officer 	Teachers could introduce learners to a basic risk assessment template. There may be a standard one that is already in use or the example in Lesson Element Factors which influence the risk of injury can be used. Learners are given the chance to familiarise themselves with the form and discussion around why and how it is completed can be had. Learners can now be given the chance to act as 'health and safety officer'. At the start of every practical session the teacher can allocate one or two learners to this role and give them the risk assessment to complete (the addition of a clipboard and high vis jacket help with the role play but are not essential!). The H&S Officer(s) can feedback their findings and ensure that any concerns are highlighted and rectified wherever possible before the session begins and/or during the session as they come to light.	Various	
5 Session structure 	Working in small groups, learners can be given the cards from Lesson Element Factors which influence the risk of injury. Learner must put the cards together in the correct group (the right warm up etc for each group of participants) and put the cards in the correct order for each of the situations outlined on the worksheet. Learners can discuss their decisions with the rest of the groups and explain why/how safety could be compromised if not correct	30 minutes	R041 LO2
6 The cone game	The teacher can discuss with learners the importance of motivation to promote adherence to physical activity and the different motivational methods. The teacher can focus on competition as one of the main motivational tools. Learners can play 'the cone game' – a variation of musical chairs: learners each place one cone on the floor and then move around in given area. On command/whistle (or when the music stops!) learners all stand by one cone each. The teacher removes a cone and learners play again. When the whistle blows whoever doesn't have cone to stand at is out. Continue playing but add further elements to motivate – prizes for the winner, forfeits if you're out etc. At the end of the game discuss with learners what happened to safety as the levels of competition increased. Why did this happen? How do you balance these two factors? What steps could be taken to keep the activity safe?	30 minutes	R044 LO2

LO2 - UNDERSTAND HOW APPROPRIATE WARM UP AND COOL DOWN ROUTINES HELP TO PREVENT INJURY

Learning Outcome — The learner will:

LO2 Understand how appropriate warm up and cool down routines can help to prevent injury

Suggested content	Suggested activities	Activity duration	Links to other units
1 Getting warmer... 	The teacher could lead the learners through a range of different warm ups eg traditional (boring?) running based, fun chasing (tag, beans etc.), sports specific, dynamic and static stretches and so on. The teacher could then ask the learners questions such as: Which warm up activities did they enjoy most/least and why? Which activities were most effective at warming them up? What are the jobs of a warm up? In their opinion what was the 'best' warm up activity/activities?	2 hours	
2 Why warm up? 	Learners could list the benefits of a warm up and record their thoughts on Lesson Element Using warm ups and cool downs to prevent injury. They can then use the table in Lesson Element Using warm ups and cool downs to prevent injury to separate the benefits into those that are physical and those that are psychological. On the same Lesson Element they can now suggest reasons why/ in what way each of the benefits they have highlighted helps to reduce the risk of injury and what the potential negative outcome might be if this aspect of a warm up is not fully considered or included.	45 minutes	
3 What's in a warm up? 	Teachers could give learners the 'key components' cards from Lesson Element Using warm ups and cool downs to prevent injury. Working in pairs or small groups learners can match the key component with the correct description. Learners can decide the order in which the different components should be carried out and stick the cards onto the worksheet in the correct place. Learners can then describe why each component is important and how it reduced the risk of injury for participants.	15 minutes	
4 Which warm up? 	Teachers could discuss with learners the ways in which different warm up activities will be appropriate for different groups at different times. Learners could mind map the variables which would affect the type of warm up that was suitable (age, ability etc.), explain why/in what way each of these factors is relevant and suggest a warm up activity that would be appropriate for a given group of participants. Lesson Element Using warm ups and cool downs to prevent injury can be used to record answers.	30 minutes	

Suggested content	Suggested activities	Suggested timings	Possible relevance to
5 Planning and leading a warm up 	One of the most effective ways for learners to understand the nature of warm ups is to plan and lead one for themselves. Using the planning sheet on Lesson Element Using warm ups and cool downs to prevent injury, learners could plan a warm up through which they will lead their peers. Learners could use a range of resources to research warm up activities and the teacher could encourage them to find new and exciting warm up activities from websites and other external sources to use. All learners could record on Lesson Element Using warm ups and cool downs to prevent injury any new warm up activities that they encounter as part of this activity and add them to their 'toolkit' of ideas for future reference.	1 hour	
6 Cool down low down	All of the activities suggested above for warm ups could be used to teach learners the importance of a cool down. By changing the focus of any of the above activities from a warm up to a cool down learners can explore and understand the importance of ending an activity session effectively in order to reduce injury.	As above	



LO3 - KNOW HOW TO RESPOND TO INJURIES WITHIN A SPORTING CONTEXT

Learning Outcome — The learner will:

LO3 Know test methods for electronic circuits

Suggested content	Suggested activities	Activity duration	Links to other units
1 8 out of 10 cuts	The teacher could explain to learners the differences between acute and chronic injuries. The teacher could organise a quiz, with learners working in pairs or small groups and points being awarded for correct answers. The teacher could read out the list of injuries in Lesson Element Sports injuries and common medical conditions and learners must say whether they think each description is of a chronic or acute injury. Learners can record their answers on Lesson Element Sports injuries and common medical conditions	15 minutes	
2 Sports injury bingo	Each learner could be given a blank 'sports injury bingo' card from Lesson Element Sports injuries and common medical conditions and asked to fill each empty square with a sports injury of their choice (the teacher can provide a list to pick from). Once everyone has a completed bingo card the teacher can begin to read out various descriptions of sports injuries from Lesson Element Sports injuries and common medical conditions and learners can cross off each one that matches a square on their card. The first learner to cross off all their sports injuries is the winner.	15 minutes	
3 That was a dive...	Learners can take part in a practical activity session. Some learners could be given a sports injury scenario card before-hand. Sports injury scenario cards can be found on Lesson Element Sports injuries and common medical conditions. When directed by the teacher, a learner could act as if they have received the injury written on their scenario card (fall down holding their head, hop around on one foot etc.). The rest of the group must suggest what might have happened, what the sports injury might be and what treatment will be most appropriate.	Various	
4 Sports injury research project	Learners could be allocated or select a sports injury of their choice. Using relevant websites to help them, learners can find information such as name of sports injury, causes, symptoms, treatment, diagram etc. Websites that may be useful include: http://www.sportsinjuryclinic.net/ http://en.wikipedia.org/wiki/Sports_injury Learners could compile their findings into a 'sports injury guide', present their findings to the rest of the group, create an online resource, poster or similar to display their findings.	1 to 2 hours	





Suggested content	Suggested activities	Suggested timings	Possible relevance to
5 Treatment of sports injuries	A trained first aid provider (either from within or external to the organisation) could talk to learners about how to respond to and treat sports injuries. Learners could be given the opportunity to try some common techniques such as strapping and bandaging, applying slings and splints, massage and stretching etc. If appropriate learners could be given the opportunity to complete a certificated first aid course.	Various	
6 It's an emergency! 	Learners could create their own Emergency Action Plan. Learners could think about what information they need to find out before an activity session, what they would do if faced with an emergency during an activity session and what they might need to do in the aftermath of an emergency. Lesson Element Sports injuries and common medical conditions will help learners think about what needs including on their EAP.	1 hour	
7 Audit of local facility 	Learners could carry out an audit of a local sports facility to complete their action plan. The teacher could allocate or learners could choose a local sports facility, community centre, school or similar to approach. Learners could liaise with the facility to find out information about their emergency procedures, first aid provision etc. Learners could feedback their findings to the rest of the group.	Various	

LO4 - KNOW HOW TO RESPOND TO COMMON MEDICAL CONDITIONS

Learning Outcome — The learner will:

LO4 Know how to respond to common medical conditions

Suggested content	Suggested activities	Activity duration	Links to other units
1 Going for gold! 	Working individually, in pairs or small groups, learners could try to identify the common medical condition by the description given by the teacher. Using the description table on Lesson Element Sports injuries and common medical conditions, the teacher reads out information about a specific condition one fact at a time. Learners get more points the earlier on in the description they work out which medical condition the teacher is talking about. If learners deduce correctly after the first piece of information they get 10 points, after the second they get 5 and after the third they get 2 points. The learner(s) with the most points at the end of the quiz are the winners. Learners can write the information next to the correct medical condition on Lesson Element Sports injuries and common medical conditions for future reference.	30 minutes	
2 Medical condition research project 	Learners can pick or be allocated a common medical condition to research. Using the internet and/or other sources of information learners can find out information such as causes, treatments, symptoms, advances in treatment, charities that highlight the condition and so on. Information can be recorded and amalgamated and distributed to all learners, so everyone has information on all of the medical conditions covered. Useful websites include: http://www.webmd.boots.com/ http://www.nhs.uk/Conditions/Pages/hub.aspx http://www.buzzle.com/articles/diseases-and-disorders/	1 hour	
3 External input	The teacher could invite external providers in to speak to learners about specific medical conditions. Many charities, health authorities and other bodies have a remit to raise awareness about medical conditions and there may be an opportunity for learners to be part of this process. Learners could find out about specific projects that health charities and organisations run for children http://www.charitychoice.co.uk/charities/health http://www.bhf.org.uk/schools.aspx http://www.diabetes.org.uk/	1 hour	

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