

Cambridge NATIONALS LEVEL 1/2

SPORT STUDIES

Unit R051 – Contemporary issues in sport
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.

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

Guided learning hours : 30

PURPOSE OF THE UNIT

It is often said that sport is a reflection of society and, as such, many of the broad issues which affect society are also prevalent in sport. For the same reasons, sport can also be a force for good at local, national and international levels, because of its ability to bring people together.

By completing this unit, learners will explore a range of topical and contemporary issues in sport, relating to participation levels and barriers, the promotion of values and ethical behaviour through sport and the role of high-profile sporting events and national governing bodies in advancing sports' attempts to positively impact upon society and showcase their worth beyond providing entertainment.

Learning Outcome – The learner will:

LO1	Understand the issues which affect participation in sport
LO2	Know about the role of sport in promoting values
LO3	Understand the importance of hosting major sporting events
LO4	Know about the role of national governing bodies in sport

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.

SUGGESTED ACTIVITIES

LO No:	1		
LO Title:	LO1 Understand the issues which affect participation in sport		
Suggested content	Suggested activities	Suggested timings	Also related to
1 Identifying user groups	Learners could work in pairs or small groups to mind map the different 'user groups' who may participate in sport. Feedback to the wider group so that a comprehensive list can be compiled. Learners can record their thoughts on Lesson Element Issues which affect participation in sport.	15 minutes	
2 Barriers to participation	The teacher could give each learner (or pair/small group) a 'participant card', which lists the subject's name, date of birth, gender, family circumstances and some basic lifestyle information. The learner(s) could suggest what they think might stop or make it difficult for their participant to take part in sport or physical activity. Learners could select or be given other cards and asked to repeat the activity so that they build a picture of potential barriers to participation for a range of different users. Participant cards can be found on Lesson Element Issues which affect participation in sport.	1 hour	
3 Reducing the barriers to participation	For the barriers to participation that have been highlighted, learners can make suggestions as to how these barriers might be reduced or removed. Learners should be reminded that in the real world there is not unlimited funding available – so any suggestions they make should be realistic and have the potential to work in the real world. Learners can record their thoughts on Lesson Element Issues which affect participation in sport.	45 minutes	
4 Reducing the barriers to participation – case study	Learners could contact a local sports centre, facility or club and interview (face to face or remotely) them to ask what measures they have in place to encourage maximum participation by user groups and/or to reduce the effect of the highlighted barriers to participation. Learners could focus on one specific user group or could find out about the access issues and solutions for all user groups.	Various	
5 Sports promotion	Learners could investigate the different ways in which sport is promoted. Over a set time (eg a weekend or one week) learners could note down every time they see or hear sport/physical activity being promoted. They should record where it was promoted, what was being promoted and any other interesting facts (was a famous sports person on the advert for example?) Learners can record their findings and then analyse them to see: <ul style="list-style-type: none"> • Was there one particular place that they saw the most sports promotion? • Did the methods of promotion follow a trend? • What do they think was the most effective promotion that they saw? Why? • Were there any promotions that they felt were not as successful as they might have been? Why? • What would their 'golden rules' be regarding promoting sport and physical activity? Learners could be given a specific sport/activity and target user group and asked to devise a promotional campaign for it – how would they promote it? Where? When? With whom?	Various	R054 LOs 1-5
Sporting initiatives	Learners could be given a local or national sporting initiative and asked to research it before presenting their findings to a wider audience. Local representatives from sports development or similar could be invited into school to talk to learners about their role in encouraging participation and about local sporting initiatives that are taking place.	Various	

SUGGESTED ACTIVITIES

LO No:	2		
LO Title:	LO2 Know about the role of sport in promoting values		
Suggested content	Suggested activities	Suggested timings	Also related to
1 Sporting values	To help learners appreciate the values that can be promoted through sport, they may first need an understanding of what the word 'value' means. Teachers could ask learners to work in pairs or small groups to define the term 'value'. Get feedback and, as a whole group, devise a definition that everyone understands. Once the concept of 'values' has been established, learners can begin to think about the values that sport can promote. In pairs or small groups learners could make a list of these values, explaining in what way they manifest themselves in sport or how sport might promote them and why they are important in everyday life. Learners can record their thoughts on Lesson Element The role of sport in promoting values.	1 hour	
2 The Olympic and Paralympic creed	Learners could be given the 'creed' "The most important thing is not to win but to take part, just as the most important thing in life is not the triumph but the struggle. The essential thing is not to have conquered, but to have fought well" and must create a poster, picture or similar which includes the creed and other appropriate images and words in order to reflect the Olympic and Paralympic messages.	1 hour	
3 Olympic and Paralympic values	Learners could be given the Olympic and Paralympic values as anagrams and they must first 'unjumble' them to discover the seven values (respect, excellence, friendship, courage, determination, inspiration and equality). Then learners must explain how the Olympics and Paralympics encourages these values. Learners could also find an example from the Olympics and/or Paralympics where a competitor has displayed one (or more) of these values. This can be shared with the rest of the group and a display of each value word, along with a definition and pictures or photos of the person/incident which embodies this value could be created and displayed. Learners can use Task 3 on Lesson Element The role of sport in promoting values to record their thoughts.	1-2 hours	

SUGGESTED ACTIVITIES

LO No:	2		
LO Title:	LO2 Know about the role of sport in promoting values		
Suggested content	Suggested activities	Suggested timings	Also related to
4 Sporting initiatives which promote values through sport	<p>Learners could research and find for themselves (or be given by the teacher) initiatives and/or events which promote values through sport. Each learner/pair can research their specific initiative/event and present their findings to the rest of the group. Initiatives may include:</p> <ul style="list-style-type: none"> • FIFA's Football for Hope campaign • ECB's Chance to Shine Programme • Sport Relief • Premier League's Creating Chances initiative • Sky Sports Living for Sport • Youth Sport Trust's Lead Your Generation • Matalan Sporting Promise • Sainsbury's School Games <p>Many different initiatives can be found on the Youth Sport Trust's website: http://www.youthsporttrust.org/how-we-can-help/programmes.aspx</p>	90 minutes	
5 Etiquette and sporting behaviour	<p>Learners could define gamesmanship and sportsmanship to ensure that they understand what both terms mean. Learners could debate the two different approaches to participating in sport. The teacher could split the class into two groups and allocate one group argues for gamesmanship and the other against it. Groups could be given time to research their topic - the following websites may be useful: http://michaelledwards89.wordpress.com/2013/01/28/gamesmanship-vs-sportsmanship/ http://www.lawinsport.com/blog/lewis-silkin-sports-law-blog/item/gamesmanship-v-sportsmanship-goodbye-etiquette-hello-victory</p> <p>If the teacher wants more information about holding a debate then this website has some useful information: http://news.bbc.co.uk/cbbcnews/hi/find_out/guides/misc/how_to_hold_a_debate/newsid_1796000/1796245.stm</p>	Various	R044 LO3

SUGGESTED ACTIVITIES

LO No:	2		
LO Title:	LO2 Know about the role of sport in promoting values		
Suggested content	Suggested activities	Suggested timings	Also related to
6 Cheating in sport	<p>Learners could suggest the different ways that performers could cheat in sport. Collate a whole group list that includes examples such as:</p> <ul style="list-style-type: none"> • Use of steroids/banned substances • Diving (in football) • Epo (blood doping) • Gene doping • Match fixing <p>In pairs learners could focus on one particular method of cheating and research information such as:</p> <ul style="list-style-type: none"> • Famous examples • How it works • Who has been caught • When was it first used • What punishments have been imposed <p>Learners could present their findings to their peers.</p> <p>A useful place to start might be the A-Z of cheating that can be found on this website: http://www.theguardian.com/sport/2009/oct/18/cheating-in-sport</p>	90 minutes	R044 LO3

SUGGESTED ACTIVITIES

LO No:	3		
LO Title:	LO3 Understand the importance of hosting major sporting events		
Suggested content	Suggested activities	Suggested timings	Also related to
1 Major sporting events	<p>Working individually, in pairs or small groups, learners could list all of the major sporting events that they can think of. Feedback to the wider group to create a comprehensive list. Ask learners what they know about each of the sporting events listed – do they know:</p> <ul style="list-style-type: none"> • Where it happens • When it takes place • How often it is held • What sport/s are involved • Which countries are involved • How participants qualify • What the prize is/prizes are • Any other information <p>Learners can write the events down and what they know about them on Lesson Element The role of sport in promoting values.</p>	45 minutes	
2 A question of sport(ing events)!	<p>The teacher could ask learners to select (or they could allocate) one major sporting event per learner/ pair/small group. Learners must research their specific sporting event and record a number of (4, 5 or 6 maybe) interesting facts, figures and/or other information about their event on individual 'a question of sport(ing events!) cards. The teacher can collect in all of the cards, copy them so that every group has a complete set and hand them back out to all learners. Teachers may tell learners which sporting events have been included (this isn't absolutely necessary but the quiz might be a bit too difficult if not) but must not tell them which facts/cards belong to which event. Learners must decide which cards match each of the sporting events. At the end of the activity the teacher or group who researched each event can reveal which facts cards belong to which event and learners can score points for each correctly allocated card.</p> <p>Teachers must stress to learners the importance of selecting information/facts that are not too obscure – the idea is that the other groups should be able to work out or take an educated guess as to which facts belong to which event!</p>	Various	

SUGGESTED ACTIVITIES

LO No:	3		
LO Title:	LO3 Understand the importance of hosting major sporting events		
Suggested content	Suggested activities	Suggested timings	Also related to
3 Benefits of hosting a major sporting event	<p>Learners can mind map the potential benefits of hosting a major sporting event. These might include benefits to:</p> <ul style="list-style-type: none"> • The host country • The economy • The public • The participants • The sports <p>Once learners have a list they can explain why and in what way each aspect they have highlighted may benefit.</p> <p>Learners' thoughts can be recorded on Lesson Element The role of sport in promoting values.</p>	45 minutes	
4 Drawbacks of hosting a major sporting event	<p>Learners can mind map the potential drawbacks of hosting a major sporting event. These might include drawbacks for:</p> <ul style="list-style-type: none"> • The host country • The economy • The public • The participants • The sports <p>Once learners have a list they can explain why each aspect may be negatively affected and in what way each aspect they have highlighted may suffer.</p> <p>Learners' thoughts can be recorded on Lesson Element The role of sport in promoting values.</p>	45 minutes	
5 Legacy	<p>Learners can define what the word 'legacy' means in terms of major sporting events. Learners could then discuss why 'legacy' is such an important aspect of events such as the Olympics and Paralympics. Learners could then select a recent sporting event (London 2012 is the obvious example, but learners might like to focus on a different event or the teacher may allocate a range of different events) and see what information they can find regarding legacy. Can they answer questions such as:</p> <ul style="list-style-type: none"> • How much money did the event bring into the country? • What was this money spent on (broadly speaking)? • What happened to the facilities after the event? • Who benefitted in the local area as a direct result of the event? • Why benefitted nationally as a direct result of the event? 	Various	

SUGGESTED ACTIVITIES

LO No:	4		
LO Title:	LO4 Know about the role of national governing bodies in sport		
Suggested content	Suggested activities	Suggested timings	Also related to
1 What are national governing bodies of sport?	<p>The teacher could issue learners with sticky notes and ask them to write down anything they know about NGBs – one fact on each sticky note. The teacher could also ask learners to write down the names of any NGBs they know, again one per note. The teacher could create two areas on the board/wall, one for facts and one for NGB names and ask learners to stick their notes in the appropriate area. The teacher could discuss the sticky notes with learners and ask questions such as:</p> <ul style="list-style-type: none"> • How do they know the information they do? • Do they have any experience with NGBs? If so what? • Has anyone’s memory been jogged by the notes of others – can they now add any more information? 	45 minutes	
2 What do NGBs do?	<p>Learners could mind map the various jobs that NGBs do and the responsibilities that they have. Ask learners to list their thoughts and then compile a whole group list. The teacher can add any other aspects of an NGB’s work that learners have not considered. Lists should include aspects such as:</p> <ul style="list-style-type: none"> • Promotion • Development • Infrastructure • Policies and initiatives • Funding • Support <p>Learners can record their list on Lesson Element The role of national governing bodies in sport.</p>	1 hour	
3 Promotion and participation	<p>The teacher could ask learners to select one NGB (or could allocate to ensure a cross section) to focus on. Ask learners to use the NGB’s website and any other sources (local officers for example) to find out how the NGB:</p> <ul style="list-style-type: none"> • Encourages new participants • Supports performers • Publicises the sport • Ensures equal opportunities for all • Promotes etiquette and fair play <p>Learners can record their findings on Lesson Element The role of national governing bodies in sport and create a presentation, poster, webpage or similar to share their findings with others.</p>	1 hour	

SUGGESTED ACTIVITIES

LO No:	4		
LO Title:	LO4 Know about the role of national governing bodies in sport		
Suggested content	Suggested activities	Suggested timings	Also related to
4 Development and infrastructure	<p>The teacher could ask learners to select a different NGB (or could allocate to ensure a cross section) to focus on. Ask learners to use the NGB's website and any other sources (local officers for example) to find out about the NGBs:</p> <ul style="list-style-type: none"> • Support of participants at grass roots level • Development pathway from grass roots to elite performance • Support of elite performers • Coaching awards, award schemes and work in schools • Training of officials • Competitions and tournaments <p>Learners can record their findings on Lesson Element The role of national governing bodies in sport and create a presentation, poster, webpage or similar to share their findings with others.</p>	45 minutes	



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