

**Lesson Element** 

# Unit R051 – Contemporary issues in sport

### The role of national governing bodies in sport

#### Instructions and answers for teachers

These instructions should accompany the OCR resource 'The role of national governing bodies in sport' activity which supports OCR Cambridge Nationals in Sport Studies.



#### The Activity:

These tasks will help learners to understand the role that national governing bodies of sport play in the development, promotion and infrastructure of sport.

#### **Associated materials:**

'The role of national governing bodies in sport' Lesson Element learner activity sheet.

#### **Suggested timings:**

Task 1 -What do NGBs do?: 20 minutes

Task 2 – Promotion and participation: various

Task 3 - Development and infrastructure: various





#### **Lesson Element**

#### Task 1

National governing bodies (NGBs) of sport have a range of different responsibilities and are involved in a whole host of different aspects of their sports.

Ask learners to list below the different jobs that NGBs do and the responsibilities that they have.

Learners can feedback so that a whole group list can be collated.

National governing bodies of sport are responsible for:

- Promoting participation
- Increasing the popularity of the sport
- Increasing media coverage
- Elite training and development
- Training of officials
- Organising and delivering competitions and tournaments
- Rule-making and disciplinary procedures
- · Providing national directive and vision
- Providing guidance, support and insurance to members
- Assisting with facility development
- Creating policies such as anti-doping, fair play, safeguarding etc.
- Delivery of community programmes
- Awards schemes and schools programmes
- Lobbying and accessing funding
- Technical advice
- Signposting to clubs etc.





#### **Lesson Element**

#### Task 2

Learners can select an NGB of their choice (or you may allocate to ensure a cross section is represented).

By using the NGB's website and any other relevant sources, learners must find out how the NGB promotes and supports participation in the sport. They can record their findings in the table below.

| Sport and name of national governing body:                     |
|--|
| For each of the categories listed below, find out how your NGB |
| Encourages new participants:                                   |
| Supports existing participants:                                |
| Publicises the sport:  |
| Ensures equal opportunities for all:                           |
| Promotes etiquette and fair play:                              |







#### **Lesson Element**

#### Task 3

Ask learners to select (or they can be allocated) a different national governing body to the one that they focussed on for Task 2.

For their new NGB, learners must research how the NGB supports the development of the sport and the infrastructure that is in place to support performers from grass roots to elite level.

Learners can record their findings in the table below.

| Sport and name of national governing body:                       |
|--|
| For each of the categories listed below, find out about your NGB |
| Supports the development of the sport at grass roots level:      |
| Develops pathways from grass roots to elite levels:              |
| Supports elite performers:                                       |
| Provides coaching awards, award schemes and work in schools:     |
| Trains officials:  |
| Supports competitions and tournaments                            |





**Lesson Element** 





We'd like to know your view on the resources we produce. By clicking on the 'Like' or 'Dislike' button you can help us to ensure that our resources work for you. When the email template pops up please add additional comments if you wish and then just click 'Send'. Thank you.

#### OCR Resources: the small print

OCR's resources are provided to support the teaching of OCR specifications, but in no way constitute an endorsed teaching method that is required by the Board, and the decision to use them lies with the individual teacher. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources. We update our resources on a regular basis, so please check the OCR website to ensure you have the most up to date version.

© OCR 2014 - This resource may be freely copied and distributed, as long as the OCR logo and this message remain intact and OCR is acknowledged as the originator of this work.

OCR acknowledges the use of the following content: English icons: AirOne/Shutterstock.com, Thumbs up and down: alexwhite/Shutterstock.com

April 2015

