OCR
Oxford Cambridge and RSA

Cambridge **TECHNICALS LEVEL 2**

Cambridge TECHNICALS 2016

SPORT AND PHYSICAL ACTIVITY

Pathway Delivery Guide – Assistant Fitness Instructor

Unit 3 Inclusivity, equality and diversity in delivering sport and physical activity

Version 1

ocr.org.uk/sport

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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 and covers all the units within this pathway.

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 unit and learning outcome so you can see how each activity helps you cover the requirements of this unit.

We've also included some English and maths activities. **These are designed to demonstrate the importance of English and maths skills within real life job roles; and to help those learners who may be re-sitting their English or maths GCSE.**

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.

To find out more about this qualification, go to: http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-technicals-sport-and-physical-activity-level-2-2016-suite/

Please note

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.

This Delivery Guide **MUST NOT** be used directly for assessment purposes. It is intended to support the teaching and learning of the unit specified.

This pathway includes the following units:

Unit no.	Unit title	GLH	How are they assessed?
Unit 1	Physical activity, health and wellbeing	60	Examined by OCR
Unit 2	Physical preparation and readiness for sport and physical activity	30	Examined by OCR
Unit 3	Inclusivity, equality and diversity in delivering sport and physical activity	30	Centre assessed, moderated by OCR
Unit 4	Leading sport and physical activity sessions	60	Centre assessed, moderated by OCR
Unit 5	Customer service in sport and physical activity	30	Centre assessed, moderated by OCR
Unit 6	Components and principles of fitness training for sport and physical activity	60	Centre assessed, moderated by OCR
Unit 9	Fitness induction and testing	30	Centre assessed, moderated by OCR
Unit 10	Using fitness equipment	30	Centre assessed, moderated by OCR
Unit 11	Assisting in the delivery of exercise and fitness sessions	30	Centre assessed, moderated by OCR

Delivery Guides for all the units listed above are available from: http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-technicals-sport-and-physical-activity-level-2-2016-suite/

2016 Level 2 Cambridge Technicals Suite

- New suite for first teaching September 2017
- Externally assessed content
- Student focused internal assessment rules
- Eligible for Key Stage 5 performance points from 2019
- OCR visiting moderation providing centre feedback and support
- Designed to meet the DfE technical guidance

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UNIT 3 INCLUSIVITY, EQUALITY AND DIVERSITY IN DELIVERING SPORT AND PHYSICAL ACTIVITY

UNIT AIM

Sport and physical activity is often seen as a great leveller; achievements and abilities in other areas of life are not necessarily of any consequence in the gym, on the sports field or in the dance studio. However, in reality there can sometimes be barriers that inhibit or stop participation and this is particularly true for would be participants who fall outside of very narrow margins.

Learners will develop skills to plan for and promote inclusive, equal and diverse sport and physical activities, skills that are required throughout other units in this qualification and will support learners as they seek employment within the sector. Their skills will be underpinned by an understanding of what inclusivity, equality and diversity means in the context of sport, how discrimination can take place and what can be done to avoid discrimination in sport.

http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-technicals-sport-and-physical-activity-level-2-2016-suite/

LO1	Know what inclusivity, equality and diversity mean in relation to sport and physical activity
LO2	Be able to plan and promote inclusive, equal and diverse sport and physical activity

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KEY TERMS

Explanations of the key terms used within this unit, in the context of this unit	
Key term	**Explanation**
BAME	Black, Asian and minority ethnic communities
Equality	Ensuring that all participants can take part in sport and physical activity without discrimination
Ethnic Minorities	Refers to people of a particular race or nationality living in a country or area where the majority are from a different race or nationality
Discrimination	Being treated unfairly
Inclusive sports	Adapting sports so that people of all abilities and backgrounds can participate
Legislation	Laws relating to a process or activity which are made by the government
Protected Characteristics	This refers to specific groups of individuals who are protected under the Equality Act (2010) this includes; age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity.

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COMMON MISCONCEPTIONS

Some common misconceptions and guidance on how they could be overcome		
What is the misconception?	**How can this be overcome?**	**Resources which could help**
Learners may confuse some of the key terms within LO1	Learners could work in groups to research each key term in the unit content. They could then produce flashcards with detail the correct term and the matching definition.	The London School of Economics lists some interesting articles surrounding the key concepts in this unit: http://blogs.lse.ac.uk/equityDiversityInclusion/tag/diversity-in-sport/

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SUGGESTED ACTIVITIES

LO1 Know what inclusivity, equality and diversity mean in relation to sport and physical activity			
Title of suggested activity	**Suggested activities**	**Suggested timings**	**Also related to**
Key terms – card sorting task	To help the learners understand the key concepts in the LO, the tutor could produce two of cards, with the key terms printed on one set, and the definitions printed on the other. In pairs/small groups the learners could then match the definition to the respective term. Sport England's website contains some interesting information, which could be used to further explore inclusivity, equality and discrimination in sport: https://www.sportengland.org/our-work/ **English extension activity** Learners could use the definitions of key terms to create a poster aimed at young people which makes complex information straightforward and clear. This could focus on one aspect e.g. discrimination.	20 minutes 30 minutes	
Designing equality laws	Learners could (in groups) research instances of discrimination in sport, learners should identify: • How the sportsperson/team were discriminated against? • What protected characteristic was discriminated against? • What happened as a result of this discrimination? (Rule changes etc.) There are many different examples of sports discrimination over the years, for example the BBC news website has an interesting article about racism in football: http://www.bbc.co.uk/sport/football/19636473	1 hour	

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SUGGESTED ACTIVITIES

LO2 Be able to plan and promote inclusive, equal and diverse sport and physical activity			
Title of suggested activity	**Suggested activities**	**Suggested timings**	**Also related to**
Agencies involved in promoting inclusive sports	In pairs, learners could produce an informative 'fact file' which provides brief details about the various agencies involved in the provision of inclusive, equal and diverse sports in the UK. Learners could also details the types of support available from each organisation. Details of the organisations can be found below: http://www.efds.co.uk/ (English Federation of Disability Sport) https://www.sportscoachuk.org/ (Sports Coach UK) http://www.ageuk.org.uk/ (Age UK) http://www.mind.org.uk/ (Mind) https://www.sportengland.org/ (Sport England)	1 hour	Unit 3, LO1
	Maths extension activity Learners could, in pairs, choose a particular sport and investigate the costs involved with the funding budget for the London 2012 Olympics and the Paralympics eg, £ per competitor. Learners could calculate the cost per medal in these sports. UK Sport has some very good costings to compare the funding involved. Learners could compare these figures to that of other countries in the same sport. The results could be presented to the group and comparisons made between figures found. http://www.uksport.gov.uk/	1 hour	

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LO2 Be able to plan and promote inclusive, equal and diverse sport and physical activity

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Techniques to promote inclusive sports	Learners could be provided with a group from one or more of the protected characteristics identified in the Equality Act 2010, for these groups learners could research and plan a suitable activity session (including timings, appropriate facilities etc.). The aim of this session would be to promote inclusion in sports. Sports Coach UK has an interesting article which investigates techniques used to promote inclusion in sport: https://www.sportscoachuk.org/coaches/resource-bank/inclusion-and-diversity-coaching	1 hour	Unit 3, LO1
	English extension activity Each pair could take one technique to promote inclusive, equal and diverse sports (see Activity 2), and use persuasive skills to persuade the rest of the group to fund this technique. The rest of the group could take on the role of the relevant sport's governing body. As the whole group listens to each pair, weaknesses should be identified. After every pair has presented its case, the whole group could discuss the weaknesses noted and then provide feedback about who should be awarded the funds.	1 hour	
	Maths extension activity Disabled people account for about 20% of the total population. Learners could, in pairs, investigate various sports to find out what the statistics are for disabled participation. What should the participation be if it were the same ratio as the total population? The results of these findings could be compared to local facilities such as gyms, swimming pools etc. This activity could easily be extended to researching and analysing data for ethnic minorities, gender, and LGBT participation both nationally and locally. If learners were to investigate a particular sport and a particular group, the results could be compared and analysed.	1 hour	

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RELATED ACTIVITIES

The suggested activities in this delivery guide listed below have also been related to other units and learning outcomes (LOs) within this qualification. This could help with delivery planning and enable learners to cover multiple parts of units.

Unit 2	Title of suggested activity	Other units/LOs	
LO2	Agencies involved in promoting inclusive sports	Unit 3 Inclusivity, equality and diversity in delivering sport and physical activity	LO1 Know what inclusivity, equality and diversity mean in relation to sport and physical activity
LO2	Techniques to promote inclusive sports	Unit 3 Inclusivity, equality and diversity in delivering sport and physical activity	LO1 Know what inclusivity, equality and diversity mean in relation to sport and physical activity

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The small print

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