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Cambridge **TECHNICALS LEVEL 2**

Cambridge TECHNICALS 2016

SPORT AND PHYSICAL ACTIVITY

Pathway Delivery Guide – Assistant Fitness Instructor

English and maths extension activities

Version 1

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INTRODUCTION

This guide contains the English and maths activities which are embedded within the unit Delivery Guides for this pathway.

These activities 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.

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

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

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

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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ENGLISH EXTENSION ACTIVITIES

Unit 1 Physical activity, health and wellbeing

LO no.	Subject activity title	English extension activity	Duration
1	Understanding muscle movements	Having completed the circuit and muscle movement table, each Learner could use the website to find a fact about the positive effects of physical activity on the musculoskeletal system. Each learner could then explain clearly to the rest of the group how this fact supports the view that it has a positive effect.	45 minutes
4	Investigate barriers to participation	In small groups, learners could select one solution to a barrier as identified in the Activity. They could then prepare and present to the rest of the groups an argument explaining the arguments in favour of their solution. This could include (i) a clear statement outlining the barrier (ii) clear explanation of their solution (iii) detailed explanation of evidence that shows why the solution is a good choice. The presentation to the whole group could include visual evidence.	1 hour

Unit 2 Physical preparation and readiness for sport and physical activity

LO no.	Subject activity title	English extension activity	Duration
2	Long term adaptations (physiological)	One learner could present the poster created in Activity 1. The rest of the group could ask (i) closed questions and (ii) open questions about the information given on the poster. The learner could respond to both types of questions, selecting an appropriate length and detail to meet the needs of the questioner.	30 minutes
3	Warm ups and cool downs for different participants	Once learners have developed a warm up or cool down in Activity 2, the tutor could give each small group or pair a different audience that they might come across e.g. Primary school children, adults with special needs, learners they do not know etc. Each group could then present and explain their warm up/cool down idea using appropriate language to meet the needs of their audience.	30 minutes

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

LO no.	Subject activity title	English extension activity	Duration
1	Key terms – card sorting task	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.	30 minutes
2	Techniques to promote inclusive sports	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

Unit 4 Leading sport and physical activity sessions

LO no.	Subject activity title	English extension activity	Duration
1	Practical demonstration of the roles, responsibilities, skills and behaviours	Working in pairs or small groups, learners could be given a relevant scenario by the tutor, e.g. 1. A member of the club/team is suspected of bullying others and using illegal tactics. 2. A member of the club/team refuses to follow health and safety advice given by the activity leader. This may negate the group's insurance. 3. A member of the team openly contradicts advice or instructions given by the leader. Each pair or small group can discuss what skills and behaviours are needed by the activity leader to deal with each situation. Key points from this discussion could be presented to the whole group and questions could be answered.	45 minutes
4	Reviewing performance	Using information gained from Activities 1 and 2, learners, in pairs or small groups, could create a generic review chart (agreeing the content and number of sections) to be used when evaluating performance at an activity session. Learners could be given a letter each – A, B, C etc. Person A conducts a short activity session. B and C watch and complete the review chart individually. At the end of the activity, A, B and C compare the results and discuss any differences. This could lead to making changes to the review chart.	1 hour

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Unit 5 Customer service in sport and physical activity

LO no.	Subject activity title	English extension activity	Duration
1	Types of customer	As part of the whole group discussion, individuals could be given specific roles to play. These could include: 1. Chairperson, who introduces the topic for discussion, keeps all speakers on task and moves the discussion on when necessary. 2. Note-taker who summarises the key points at the end of the discussion 3. Contributors who start a new discussion e.g. by introducing another type of customer and identifying their needs 4. Developers who provide examples to support new topic.	35 minutes
4	Stages of dealing with complaints	Learners could work in pairs or small groups. Using information gathered from Activity 1, learners create a list of examples of negative or aggressive language used by customers when making complaints. For each example, learners could create a positive, helpful response using language that is non-confrontational that suits the purpose and audience.	40 minutes

Unit 6 Components and principles of fitness training for sport and physical activity

LO no.	Subject activity title	English extension activity	Duration
1	What is fitness?	As learners write their own definitions of the term 'fitness' and its components, they could compare different ways of using appropriate language to explain the terms clearly and concisely. This could be extended to a discussion about how to adapt the language used for different audiences e.g. peers on the course, tutors, people beginning a fitness activity, younger people, those with specific learning needs etc.	40 minutes
4	Principles of Training	When compiling the revision poster, learners could be encouraged to use the website given (see Activity 1) and other relevant sources of information given in the course. Learners could then begin to evaluate, select and use relevant information from different sources.	30 minutes

Unit 9 Fitness induction and testing

LO no.	Subject activity title	English extension activity	Duration
1	Have a go	This activity is an excellent means of using English skills. It can, however, be adapted so that language is used to meet the needs of audience by asking each learner to take on the role of a client with specific needs or in a specific context e.g. differing lifestyles, ages, gender, abilities etc. In addition, the observer's feedback could demonstrate the ability to use language that is appropriate for the situation, and that helps to move the discussion on positively and purposefully.	Incorporated into main activity with 10 minutes to discuss observer's feedback
3	Lifestyle audit	Using the rank order from this activity, learners could present their information clearly and persuasively to others, seeking to justify their opinions with evidence and explanation. This involves listening to the views of others and adapting their own views in the light of the discussion.	Incorporated into main activity with 10 minutes for evaluation

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Unit 10 Using fitness equipment

LO no.	Subject activity title	English extension activity	Duration
1	Show what you know	When presenting their findings to the whole group (Activity 2), learners could choose a means of presenting their information. Ideally, there will be a variety for comparative purposes e.g. a PPT, an annotated poster which is used as a prop, or individual members of each group talking to the whole group. After the whole group has taken notes, the effectiveness of each means of presentation can be evaluated in a discussion and the quality of the note-taking can be considered. Evaluation could consider the most appropriate means of delivering factual information and the best ways to take meaningful notes.	20 minutes
2	Delivering adaptations	As an adaptation of the activity, small groups could be given a different specialised population (e.g. from the list in Teaching Content 2.5) and adapt the basic circuit training session to meet the needs of their given population. Other groups can then evaluate these adaptations in a question/answer session so that each group can justify the circuit adaptations. Ideally, open questions will be used to prompt discussion.	15 minutes

Unit 11 Assisting in the delivery of exercise and fitness sessions

LO no.	Subject activity title	English extension activity	Duration
2	Assisting delivery	Having completed the tutor-led fitness session, learners could be divided into three groups. Each group could focus on one of the three bullet points that were used to reflect upon the fitness session, and write a summary of the key points raised during the discussions. The aim is to communicate in a concise, clear and logical way. The format for the written task could be a leaflet, a poster or a report. The audience could be other learners. Ideally, groups could discuss the written summaries to ensure that each one is both easy to understand and sufficiently detailed for the audience.	30 minutes
3	How can you be better	Prior to the session with the fitness professional, learners could, in small groups, devise a set of open and closed questions to be put to the professional. Each group could then share their questions with the whole group and consider whether open or closed questions are better to encourage discussion. A shortlist of questions can then be created, with each member of the whole group having at least one question to ask. This ensures that everyone has the opportunity to take part in the discussion and that repetition is reduced.	30 minutes

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MATHS EXTENSION ACTIVITIES

Unit 1 Physical activity, health and wellbeing

LO no.	Subject activity title	Maths extension activity	Duration
2	Understanding the positive effects of sport and physical activity on the cardiorespiratory system	As small groups or in pairs, learners could measure heart rates and blood pressure before and after cardiovascular exercises and compare the results of various groups. The activity could include determining the information required, designing a method of collecting the information, recording the information and displaying and communicating the results. This may involve designing a table to best record the desired information, deciding on the optimum time to take the measurements, how to display the results (graph, chart etc.) to give a best comparison between sets of data. This data could then be analysed to give percentage differences, average comparisons and these results used to formulate conclusions.	1 hour
4	Identify the trends in sport and physical activity	As small groups or in pairs, learners could investigate the current headline that participation in sport is declining. A particular age range of social group could be chosen, historical data researched and this data compared with data collected from current comparative group. It could be, for example, hours timetabled for 8-10 year olds at school over the last 30 years, or the increase in extreme sports by 18-25 year olds. What effect are these figures having on achievement (Olympic medals or world ranking) or health? The findings could be presented by way of graphs, charts or by statistical analysis in a way to promote the benefits of increasing participation.	1 hour

Unit 2 Physical preparation and readiness for sport and physical activity

LO no.	Subject activity title	Maths extension activity	Duration
4	Pairing task – participant and activity	Learners could investigate the participation of different groups of people in various sports. Choose two or three groups of people; this could be by age, gender, or even by a course fellow students are on. Design a questionnaire that will collect and record data on what sport and how often they participate. It could be as diverse as an art group, a child care group and a bricklaying group. There may well be pre-conceived ideas about what type of sport and frequency of participation certain people do so this activity could either dispel or reinforce this perception. The results could then be compared to the work done in activity 1 to see any correlations.	1 hour
5	Sports injuries	In small groups or in pairs, learners could investigate the most common types of injuries sustained within different sports. Groups within the centre, or other sports clubs or organisations could be surveyed about injuries sustained during participation in specific sports. This could be, for example, a full contact sport compared to a non-contact activity. Data collected could be grouped into, for example, skeletal, muscular, ligament categories and then recovery periods. The results could be displayed in charts and diagrams to compare sports, the effects and the possible precautions that could be taken.	1 hour

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

LO no.	Subject activity title	Maths extension activity	Duration
2	Techniques to promote inclusive sports	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
2	Agencies involved in promoting inclusive sports	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

Unit 4 Leading sport and physical activity sessions

LO no.	Subject activity title	Maths extension activity	Duration
1	Practical demonstration of the roles, responsibilities, skills and behaviours	In small groups, learners could record information whilst observing a good session by their tutor and a poor session. This could take the form of the time participants spend idle and active. This is similar to how professional sports people (especially footballers) are observed in training and in matches. The recording, depending on the type of session, could take the form of each group observing the same person in each session and they could record number of engagements, sprints, passes, touches, goals, fouls etc. This data can then be collated and/or grouped and displayed to show the effectiveness of the sessions.	1 hour
4	Reviewing performance	Learners could analyse each of the plans to calculate what percentage of each session was allocated to, for example, introduction, instruction, activity, and review. Analysis could include thing such as did the best sessions contain more or less of particular areas, or did the sessions with most varied activity produce the most engaging sessions. The participants could be asked to complete a short questionnaire to ascertain the most enjoyable or interesting session, or part of a session, and this data compared to the percentage data. All this may support preconceived ideas of more activity vs. less instruction, or not.	30 minutes

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Unit 5 Customer service in sport and physical activity

LO no.	Subject activity title	Maths extension activity	Duration
3	Communication in sports and active leisure facilities	In small groups learners could visit a centre and record and analyse the different types of communication observed. They could decide on categories, design a recording document, record the results over a specific time and decide how to best present these results graphically. These results could be shared amongst the groups and compared using statistical analysis to see the most common, to see if there are differences across different centres and to see if there are common themes.	1 hour
3	Barriers to communication	In small groups learners could visit a centre and record and analyse how satisfied customers were with the quality of customer service they have received. They could decide on questions to ask, design a recording document, record the results over a specific time and decide how to best present these results graphically. These results could be compared to the communication data collected in activity 1, shared amongst the groups and compared using statistical analysis to see if there are differences across different centres, any patterns emerging and to see if there are common themes.	30 minutes

Unit 6 Components and principles of fitness training for sport and physical activity

LO no.	Subject activity title	Maths extension activity	Duration
2	Simple analysis of components of fitness	Learners could use the data they have collected for their performance profile wheels and plot the data for different sport activities on a graph or chart to compare how different sports require different profiles. This could be developed further by taking a single sport and plotting a wheel for a person at increasing levels within that sport. This could be used to investigate whether the person moving from being a beginner, to intermediate to advanced and then expert (maybe professional), has different needs at different levels. Does the proportion of fitness or technical skill development required change?	30 minutes
3	Practical training methods	Having collected data on development needs from activity 1, learners use this to develop a training programme with the correct proportion of strength training, fitness training, technical etc. to match the needs. This could be done by using pie charts to calculate time proportions mirroring the needs or by comparing the figures in a bar chart. The same data can then be used to see the differences and similarities between different sports, or even different areas of the same sport (ie would the training programme for a goalkeeper, defender and a striker be the same?)	30 minutes

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Unit 9 Fitness induction and testing

LO no.	Subject activity title	Maths extension activity	Duration
2	How fit?	In small groups learners could be allocated a component of fitness and use the results of the chosen test to calculate the percentage of people outside the norm. The results could be compared across all components of fitness to see which factors have the greatest disparity and therefore needing most development. The results could be communicated in a chart to best show the results.	30 minutes
3	Lifestyle audit	In pairs learners could design a questionnaire to collect information on a group of people about lifestyle factors. ie do you smoke, your alcohol intake etc. This raw data could be put into a frequency chart and used as evidence to help inform the opinions arrived at in the final discussion on rank order. Questions such as "does the data collected suggest the most damaging lifestyle factors are the most common" could be discussed.	1 hour

Unit 10 Using fitness equipment

LO no.	Subject activity title	Maths extension activity	Duration
1	Knowing your equipment	In pairs learners could develop a table which lists all the muscle groups that will be used across the range of exercise equipment identified in the teaching content. Each piece of equipment could then be checked to see which muscle group is being used most/least. This could lead to investigating how the least used muscles can be tested further by adaption of different equipment.	30 minutes
1	Show what you know	The learners could use the costing of each piece of equipment, as found in activity 2, and calculate the total cost of the equipment in a typical, or their college gym. As an extension, analysis could be carried out on the usage and/or adaptability of the equipment compared to the cost to find the equipment which is best value for money in a/the gym.	45 minutes

Unit 11 Assisting in the delivery of exercise and fitness sessions

LO no.	Subject activity title	Maths extension activity	Duration
1	Getting started	Learners could investigate the popularity of the list of exercise classes they have created. This could be by designing a questionnaire to use with people in the college or by investigating the number of classes offered at local gyms or clubs. They could create a table with equipment costs, preparation time, popularity and use this information to rank the sessions in order. This information could be used to inform the learners on the best session to plan.	1 hour
3	How can you be better	Learners could analyse their own, or each other's sessions breaking the session down into amount of time spent on, for example, instruction, warm up, practice, activity, feedback etc. The "best" sessions could be compared to see if there are similar proportions of time spent on each part of the session. Is this a contributing factor into the effectiveness of the session? Could other sessions be improved by changing the proportions of time spent on each part to be more like the better sessions? A discussion could take place to decide on ideal time proportions for the "ideal" session.	30 minutes

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